

SIERRA

EDUCATIONAL NEWS

NOVEMBER 1934

36,000 COPIES



Commodore Robert F. Stockton, From Whom
The City of Stockton Takes Its Name

CALIFORNIA TEACHERS ASSOCIATION

Epoch-Making Commercial Books

All Published in 1934

APPLIED SECRETARIAL PRACTICE (SoRelle and Gregg).....\$1.40

All instruction based on a series of related projects or assignments closely paralleling the assignments of the beginning stenographer or secretary in the business office. Comprehensive, authoritative, and teachable.

THE ENGLISH OF BUSINESS (Hagar, Wilson, and Hutchinson).....\$.80

An outstanding book in its field. Contains comprehensive discussion and an abundance of drill on grammatical principles, both oral and written composition, punctuation, and capitalization. Section on letter writing will be added later.

BUSINESS MATHEMATICS—PRINCIPLES AND PRACTICE (Rosenberg).....\$1.40

An A-Plus book. Contains in textbook form the Materials in *Business Mathematics—Exercises, Problems, and Tests* (pad form), first published in 1932. The author of *Business Mathematics* is a C. P. A. (New Jersey), and has had many years of practical experience both in business and in teaching.

KEYS AND CUES (Findlay).....\$2.00

A series of thirty business plays printed in one volume. The first book of its kind designed to teach business ethics, attitudes and appreciations—character traits—as well as much business information through the drama rather than by the sermon or lecture method. Original in conception and in strict harmony with modern teaching procedure. The plays may be used either for reading or for presentation. A unique and epoch-making book.

As the authors' income on this title will come very largely from single copy sales, a charge must be made for single or sample copies.

ALL LIST PRICES SUBJECT TO REGULAR
SCHOOL DISCOUNT

THE GREGG PUBLISHING COMPANY

New York Chicago San Francisco Boston
Toronto London Sydney

Gregg Books Are Authoritative

Important New Books

Haruko, Child of Japan.....\$1.12

By Eva D. Edwards, Claremont City Schools
California.

This new forthcoming book on Japan for the third and fourth grades is an advance on any of the books so far published for children of those grades. Delightfully written, it gives a real look into the everyday life of Japanese children. The illustrations have been selected with a great deal of care.

Miss Edwards is one of the well-known educators in California. As teacher, principal, county rural supervisor, and city supervisor she has always made an impression wherever she has taught. This book is the result of a trip to Japan. Its content has been checked by competent Japanese, and it is authentic in all of its descriptions of life and customs.

Children of Mexico.....\$1.50

By Irmagarde Richards and Elena Landazuri.

Our children are introduced to their neighbors south of the Rio Grande through a series of stories. Children of the past, Aztec, Spanish, and Colonial, present Mexico's background. Children in hacienda and city, and in remote Indian villages, present the life and customs of vital post-revolutionary Mexico today. The history and geography inherent in the stories are supplemented by topical material, maps, charts, tables and other data.

Miss Richards spent many months in Mexico collecting material for the book. Miss Richards is also author of "Our California Home," adopted fourth grade social studies text for the State of California. Miss Landazuri is a Mexican writer and educator of distinction.

The Western Nature Science Series

An interpretation for grammar school pupils
of the Nature of the West

Grade 3—THE INDIANS' GARDEN.....List \$1.00

By C. A. Marcy and Ferne L. Marcy.

Grade 4—THE PADRES' GARDEN.....List 1.00

By C. A. Marcy.

Grade 5—THE PIONEERS' PATHWAY.....List 1.00

By Mae Johnson Corwin. On trees and flowers.

Grade 6—TRAILS TODAY.....List 1.00

By Walling Corwin. On animals of land and sea.

The Corwin Science Series

A—THE SCIENCE OF HUMAN LIVING.....List \$1.68

Corwin and Corwin. For 7th and 8th grades.

B—THE SCIENCE OF PLANT AND

ANIMAL LIFE.....List 1.72

Corwin and Corwin. For 7th and 8th grades.

C—THE SCIENCE OF DISCOVERY

AND INVENTION.....List 1.80

Corwin and Corwin. For the 9th grade.

A New Primer

Read, Make and Play, an Easy Primer.

By Louise Villinger, primary teacher, Oakland
School Department. 64 pages. Illustrated 60¢
with drawings in black and white by Harris-Jones.

Harr Wagner Publishing Company

609 Mission St., San Francisco, California

SIERRA EDUCATIONAL NEWS

Official Publication of California Teachers Association

155 Sansome Street, San Francisco

Willard E. Givens.....President

Roy W. Cloud.....State Executive Secretary

Vaughan MacCaughey, Editor

Volume 30



NOVEMBER 1934

Number 9

Commodore StocktonCover	Character in Education36
<i>Ray Bethers</i>	<i>Ralph V. Cutlip</i>
Travel Section 2	Reading for Foreign Children.....37
Guatemala's Progressive Schools..... 2	<i>Laura Newman</i>
<i>Margaret McGarry</i>	C. T. A. Directory.....38
Home Work: Teacher and Child..... 8	Southern California Principalship Changes.....39
<i>Winston S. Oaks</i>	Adventure40
Four Proposals Against Crime..... 9	<i>Cecile B. Hall</i>
<i>Earl Warren</i>	American Schools41
State Amendment Eleven—Map.....10	<i>Earl Thompson</i>
State Amendment Eleven.....11	Echoes of California History.....42
Prepare for Legislation12	<i>Mrs. Helen Mae Avery</i>
<i>Mrs. Vesta C. Muehleisen</i>	Christmas Program44
President's Page—California Superintendents	<i>Mary Coony</i>
Platform and Recommendations.....13	Rural Supervision46
<i>Willard E. Givens</i>	<i>Clarence E. Spencer</i>
Concerning Legislation14	Twenty-three Propositions Before Voters.....48
<i>Roy W. Cloud</i>	Books Received49
Metropolitan High School Wins.....16	California's School Finance Plan.....50
<i>Mary Alice Jones</i>	I Hate Mathematics.....51
Our Schools Seventy Years Ago.....17	<i>Samuel T. Alexander</i>
<i>Roy W. Cloud</i>	
Wages18	Leisure Challenges the
<i>I. D. Perry</i>	School52
Truth About the Cost of	<i>Alma Gault</i>
Government19	What More Than the
<i>J. K. Norton</i>	Three R's53
Recompense21	<i>Robert L. Cooke</i>
<i>Hazel B. Nohavee</i>	English Composition56
Radio and the New	School Friendship57
Mobilities22	<i>Mrs. Thirza I. Grote</i>
<i>Arthur Garbett</i>	California Public Schools
My Home Room.....26	Under the Depression.....58
<i>Emma Mellou Campbell</i>	Primitive Homes60
Adventure in Verse Making.....28	<i>Louise Helen Bowler</i>
<i>Anna May Price</i>	Schools in Drought-Stricken
Aspects of Teaching Biology.....29	States62
<i>Paul E. Thompson</i>	Our Activity Period.....63
Social Studies in High	<i>Stanford Hannah</i>
School32	Coming Events64
<i>Dorothy Ann Cummings</i>	Index to Advertisers.....64
Sonnet to Shasta.....35	
<i>Herbert A. Sessions</i>	

The New World

ALL members of California Teachers Association and others interested are invited to send in their comments upon "The New World" broadcasts, presented through co-operation of the National Broadcasting Company and California Teachers Association, Monday mornings, 9:30-10, station KPO and Pacific Coast network, and under direction of Arthur S. Garbett, Educational Director for NBC Western Division. Address C. T. A. headquarters, 155 Sansome St., San Francisco.

Guatemala's Progressive Schools

MARGARET MCGARRY, *Teacher*

Nathaniel A. Narbonne High School, Lomita, Los Angeles City School System

DEAR EDITOR:

Enclosed is an article I have written on the public school system of Guatemala. I spent five weeks in that Central American republic this summer in the company of Dr. Edgar Hewett, director of the School of American Research of the Archaeological Institute of America, and a group of students of archaeology.

Besides studying the ancient ruins, each one of us undertook as an individual problem the study of some modern institution or phase of government. Since I am a public school teacher (from Narbonne High School, Lomita), Dr. Hewett suggested that I make a study of the system of public education in Guatemala. The results of my study of this problem are contained in the paper I am enclosing.—Very truly yours, Margaret McGarry.

A STUDY of the public school system of Guatemala shows that Central American republic, like the United States, to be vitally concerned with the problems of mass education. Guatemala has not allowed her school system to become stagnant.

Her Secretary of Public Education and her well-trained, certificated teachers are introducing new methods of instruction and are striving to make the school a live force in the material and cultural progress of the land.

In a country in which 65% of the population is Indian-born, they have succeeded through compulsory education, not only in reducing to a small proportion the amount of illiteracy, but also in adapting the curriculum of the rural school to fit the needs and character of the native Indians.

ORGANIZATION OF THE SYSTEM

Guatemala's schools have been classified by legislative act into seven groups, all under the jurisdiction of the Secretary of Public Education. First there are the Escuelas de Parvulos (schools for children). These include two types: those for children under three, designated as "homes for abandoned children"; and those for children from 3 to 7 years, similar to the American kindergarten.

The next group, Escuelas de Castellanizacion y Alfabetizacion, are schools for adults who have not completed their necessary education. In the cities they include night schools for

workers and so-called "popular universities." Courses for illiterates are given also in workshops and factories. In the rural districts these schools are of three types, depending on the size and nature of the community. There are permanent schools, periodical schools, and ambulatory ones. The republic maintains 119 regular night schools for adults.

The Primary School

Of the seven groups of schools, the most numerous and most important are the primary schools. Education is compulsory from 7 to 14 years, with the result that almost every child completes the primary school. This includes the first six grades, which are divided into (a) the elementary or first, second, and third grades, and (b) the complementary or fourth, fifth, and sixth grades.

The curriculum in the urban and rural primary schools varies, fitting the needs of the two different types of pupils. In Guatemala City there are 70 primary schools, while throughout the republic they number 1521. There are separate schools for boys and girls since co-education does not exist, except in the university, commercial, and special schools.

Secondary and Normal Schools

A fourth type of educational institution is the secondary school, which has as its aim to prepare students for the university. Upon completing four years of secondary education, the student is graduated with the degree of Bachelor. In Guatemala City there are five secondary schools, three for boys and two for girls.

A definite course of study is followed, with the chief emphasis on mathematics, which is required throughout the four years, and on the natural sciences. English is a required subject in the secondary school and French also is offered. There is, however, little instruction in Latin or other classical subjects.

Rivaling the secondary school in importance and enrollment is the fifth type of institution, the normal school. Guatemala students, contrary to the system in the United States, enter the normal school directly upon completion of the six primary grades. Its aim is "to prepare teachers to serve in the schools of the republic."

There are two-year normal schools for kindergarten teachers and teachers in the rural schools, and four-year schools for teachers of primary education. Then there is the "normal superior" in which specialization is taught. In 1934, 114 students had completed a two-year course entitling them to become instructors of physical education. The republic supports ten normal schools.

In Guatemala City it was my privilege to visit the Central Normal School for Girls, a large institution in which there were 1200 students and 125 teachers. The school was excellently equipped, with up-to-date scientific laboratories, a museum containing collections of native plant and animal life, an auditorium in which moving pictures and plays were presented, and well-lighted, modernly-equipped classrooms, as well as several large and immaculate dormitories for boarding pupils, and in the way of recreation, two tennis-courts and several basketball courts.

EDUCATORS in the United States may look askance at the fact that students in Guatemala are granted teaching certificates upon the completion of only ten years of schooling. However, it is no over-statement to say that Guatemala students learn as much in their ten-year educational program as do most American students upon completion of a university course.

The school day is longer and more home-preparation is required. In the primary grades school is in session from 8 a. m. until noon and from 2 p. m. till 4 p. m., including Saturdays. The hours in the secondary and normal schools are from 7 a. m. till noon and from 2 to 6 p. m., six days a week.

The school year lasts ten months, with March and April as the vacation period. Students in the normal and secondary schools are expected to spend at least three hours daily on homework, while in the primary grades at least one hour of home preparation is required.

A glance at the course of study followed in all four-year normal schools shows that each boy and girl, upon completion of the course, should have a comprehensive and intelligent background of information.

First Year

Advanced arithmetic.
Castillian grammar, first year.
Geography and history of Central America.
Anatomy and physiology.
English, first year.
Manual training.
Pedagogy, first year (economics, hygiene, and school law).

Second Year

Elementary algebra.
Castillian grammar, second year.
Geography and history of America.
Zoology.
English, second year.
Manual training and agriculture.
General psychology and logic.

Third Year

Plane and solid geometry.
Literature and the fundamentals of composition, oratory, and declamation.
Geography and world history.
Physics.
Botany.
French, first year.
Psychology of teaching.
Hygiene and first aid.

Fourth Year

Bookkeeping.
Civics and political science.
Cosmography and physical geography.
Chemistry and mineralogy.
Sociology.
French, second year.
History of education.
General and special methods of teaching.

General Classes

Physical education.
Morals and manners.
Singing.
Penmanship, drawing, and painting.
Practice teaching.

Classes for Girls

Domestic science.
Crafts.
Manual training (horticulture and gardening).

There are no separate normal schools for teachers of secondary education other than the "normal superior" and the four-year school. As teachers in the secondary and normal schools, graduates of the university are preferred. And since there are few women who attend the university, it follows that there are more men than women teachers in the upper grades.

Special Schools

Under the sixth type of educational institutions are grouped the special schools. These include a wide variety, ranging from schools of commerce and Escuelas de Bellas Artes (schools of fine arts) to schools of practical arts or manual training and schools for subnormals. With the exception of the latter, the student must have completed the primary grades in order to enter any of these institutions.

The commercial schools offer a four-year course upon completion of which the student receives the degree of bookkeeper. Courses in schools of commerce are given at night from 7 to 10 p. m. as well as in the day time.

In the Escuelas de Bellas Artes such subjects as drawing, painting, modeling, sculpturing,

SPEND CHRISTMAS IN MEXICO

■ ■ ■ ■
 Gay, fiesta season. Privately escorted tour.
 Guadalajara, Mexico City, Taxco, Pyramids,
 Xochimilco, Cuernavaca, lovely tropical
 Orizaba DECEMBER 15 to 30

RUTH M. RANDALL, DIRECTOR
 Box 1251 HIGHLAND, CALIFORNIA

music, and declamation are offered. The number of years a student spends in one of these schools, like the Conservatory of Music, depends upon his talents and ability. A pupil may study the violin for as many as ten years before he is considered worthy of receiving a diploma. However, when he does receive his certificate, he is given the rating of a concert player, which entitles him to play at concerts and public entertainments throughout the land.

THE schools of practical arts are somewhat similar to courses in industrial education offered in trade schools in the United States. The number of years varies, depending on the type of subject. The school of agriculture, for example, offers a four-year course whereas the school for tailors can be completed in a much shorter time.

The University of Guatemala

The seventh and final type of educational institution is the university. To enter the University of Guatemala, which is located in the capital, the student must have completed the secondary school and must have passed a rigid entrance examination. The Guatemalan university bears no similarity to the American institution since it is purely a group of professional colleges with nothing similar to the College of Liberal Arts so prevalent in the United States.

There are colleges of pharmacy, dentistry, engineering, medicine, and law. A four-year course is offered in engineering, five-year courses are given in pharmacy and dentistry, while the study of law requires six years, and the medical course cannot be completed in less than seven years. Upon graduation, the student receives the degree of Doctor of Law, Doctor of Medical Surgery, etc. No advanced graduate work is given. Women are not barred from the university, but since only professional courses are given, few avail themselves of the privileges of a university education. There are said to be 20 women students at the present time enrolled in the colleges of law and medicine. One member of the medical faculty is a woman.

Teachers in Guatemala's public school system are under a rigid system of supervision. In Guatemala City ten inspectors or supervisors

are employed. Each school is visited every day by at least one supervisor. The teachers methods of instructions are observed and suggestions for improvement are offered.

Courses of study are closely adhered to in the urban districts, but more informality is allowed to suit the needs of the Indians or ladinos in the rural communities. When one considers the unusually long hours spent in the classroom, the salary of these Central American teachers seems pitifully small.

The average salary for teachers in primary schools is \$33 a month. Instructors in secondary and normal schools are paid on a different basis, receiving \$16 per month for one hour a day of teaching, \$32 a month for two subject hours a day, and so on up the scale.

A monthly magazine, *Revista de Educacion* (Educational Review), now in its twelfth year, is issued from the office of the Secretary of Public Education and reaches all the teachers. Excerpts from an article in the August, 1933, edition show that Guatemala's school administrators are interested in correlation of subject-matter, in the use of concrete details, and in making education a vital force in the development of the child.

The following pertinent advice was given to rural teachers:

"Choose your subject carefully. It must fit some need or interest of your group. It must fit their mental age and must have some relation to other themes already treated of. Go in logical order from the simple to the difficult. Don't teach in an abstract manner but have necessary illustrations of the animal, plant, material object or phenomenon you are going to treat of. Next invite your pupils to observe, investigate, discover, reflect. . . ."

Interest in Civic Activities

More and more emphasis is being placed on the importance of the school in preparing students to take part in civic activities, one means being through student self-government. A quotation from an editorial in *Revista de Educacion* shows the transition from the older, cloister-like type of school, to the new and alive school of Guatemala:

"The Guatemalan teacher must concern himself each day more with the importance of the students in civic activities. The child is born destined to live in society, to be a positive factor, and because of this the school should be not like a cloister but a place that is life itself, full of color, full of movement, so that he can go from it to take his place in the city, in the country, and into a wider horizon, the world."

While instructors of drawing and painting are urged to make use of national motives and to stress in their work the natural beauty of their

native land, the theory of internationalism is also emphasized, particularly in the teaching of history and geography.

Teachers are reminded that "the school is a powerful factor in contributing to universal fraternity. All depends on the desire that animates the teacher. In history and geography, make the child realize that in the customs, beliefs, and aspirations in that distant country, the people think and act like those in our own land."

Health Education

The health of school children is being safeguarded through dental and medical inspection. During my stay in Antigua, three cases of small-pox were reported in that city. As a result, the day I visited one of the primary schools, I found that all of the students were being vaccinated who had not received the

HOTEL WHITCOMB

(At Civic Center)
SAN FRANCISCO

Single room without bath.....	\$1.50, \$2.00
Double room without bath.....	\$2.50, \$3.00
Single room with bath.....	\$2.50, \$3.00, \$3.50
Double room with bath.....	\$3.50, \$4.00, \$5.00

DINING ROOM • COFFEE TAVERN

GARAGE UNDER SAME ROOF

James Woods, Pres. Ernest Drury, Mgr.

LOS ANGELES'

Newest, Most Centrally Located
Downtown Hotel

THE MAYFLOWER

535 SOUTH GRAND AVE.

Between 5th and 6th Streets

Directly across the street from the Biltmore
and adjoining the beautiful LIBRARY PARK

OUTSTANDING INNOVATIONS

No Extra Charge for Two Persons
Occupying the Same Room!
Definite Published Rates!
You don't have to bargain!

For Double Bed and Twin Bed Rooms,
whether occupied by one or two persons,

180 ROOMS	the rates are—	132 ROOMS	36 ROOMS
\$2.50	\$3.00	\$3.50	

All rooms have outside
exposure and all are
equipped with either
tub, shower or com-
bination tub and show-
er bath.



You will always be comfortable at the
MAYFLOWER HOTEL

Expect Much of The PALACE HOTEL San Francisco



Expect much of San Francisco's famed Palace Hotel—for you will receive much. Expect large, modern, comfortable guestrooms, for example. The Palace covers a city block of two acres, yet it has only 600 rooms, all of them large, all with bath. Expect, too, courteous forethought for your needs; fine food in distinguished restaurants; beautiful surroundings; and shops, theatres, financial and commercial districts close at hand.

From \$3 per day (single) up.

The Palace Hotel

SAN FRANCISCO

Archibald H. Price, Manager



THE BILTMORE HOTEL

LOS ANGELES

Fifteen hundred rooms, all with baths. Five restaurants with new low rates. Most central location. Situated between two beautiful parks.

SPECIAL LOW ROOM RATES FOR TEACHERS

Show your C. T. A. membership card when registering

serum at some earlier time. Each edition of the educational journal devotes a great deal of space to articles on care of the teeth, conservation of the eyes, problems of malnutrition and similar topics.

GUATEMALA school officials believe not only in a sound mind, but in a sound body, for physical education is now a required subject in both primary and advanced schools, one hour a day being devoted to it. Ten minutes are given to calisthenics, ten minutes to tactics, and the rest of the hour is given to games and sports.

Special teachers of physical education are being certificated so that competent instruction is assured. Every school yard and public playground contains basketball courts, since this sport is a favorite with the boys. Football is beginning to gain in favor and tennis, soccer, and swimming are also popular sports.

Oratorical Contests

Matches are arranged among the schools but the big event occurs in August when sturdy boy and girl athletes from all sections of the country assemble in the capital city to parade in colorful procession, each with school banners or insignia, out to the large stadium where contests are staged in various sports and gymnastics. To the Guatemalans, this event is as important as the

Olympic Games are to athletes in the United States or Europe.

Interest in public speaking is second only to enthusiasm for sports, an oratorical contest being held once a year among the students of the five Central American republics. The idea had its inception in 1928 in the city of Antigua, which has become the site for the international finals.

The contest is open to students in normal, secondary, and special schools in the five Central American countries, the purpose being to promote a Central American union.

To quote the rules of the contest: "The themes must be inspired in a special manner on historical questions of Central America, interesting in themselves and of sufficient importance. Contestants may make use of philosophical, scientific, or artistic subjects, above all stressing the point of view of Central American fraternity, based on our future spiritual and material drawing together."

Orations are limited to from 15 to 20 minutes, and eliminations are held to determine the five to enter the international meet. The contest is of as much importance to the students of Central America as was the contest on the Constitution, temporarily discontinued, to our American students. Guatemalans in particular have a gift for oratory and enter into their preparation with a great deal of enthusiasm.

Guatemala has at last come to recognize the true value of her large Indian population and is seeing to it that this appreciation is inculcated in her school children. In August until this year a national festival was held at the capital to which Indians from every section of the country came to exhibit their wares.

BEGINNING this year, the fair has been changed to the first two weeks of November, since August is the height of the rainy season, which makes traveling difficult for the natives. School children of Guatemala City and nearby communities, accompanied by their teachers, visit the fair to see on exhibit the handwork and industries of their country. They see the beautiful woven work of the natives and realize that these Indians are artists, and not mere beasts of burden.

The New Public School of Guatemala

The republic of Guatemala is providing an up-to-date dynamic system of education for her 98,590 school children, a system in which character training, participation in student government, health education, and correlation of sub-

Excursion to Boulder Dam

SATURDAY, NOVEMBER 10—SPECIAL SANTA FE TRAIN

Teachers are invited to go on this trip. Tour includes three hours in Hollywood—then to St. Mary's vs. U. C. L. A. game in Tanner parlor cars. Leave Ferry Building, San Francisco, Saturday, November 10, at 1 p.m. Returning, ar. San Francisco 9:30 a.m., Tuesday. Remember Monday, November 12, is a holiday. Ordinary clothing is suitable for visit to dam. Telephone FRanklin 0615 for details or write San Francisco Council 615, Knights of Columbus, 150 Golden Gate Avenue, San Francisco.

YOU CAN BUY GOOD SECURITIES in Small or Large Lots on Partial Payments

Ask for Booklet E-9 which explains
our plan and terms

James M. Leopold & Co.

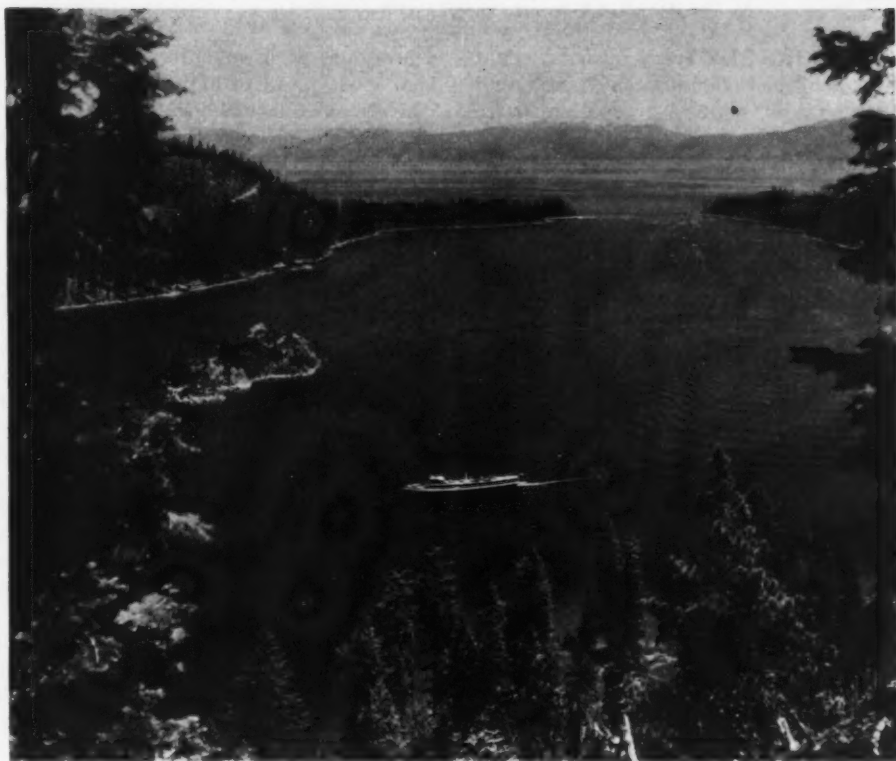
Members New York Stock Exchange

70 Wall Street

New York

ESTABLISHED 1886

Tahoe: Gem of California's Myriad Lakes



Overlooking Emerald Bay, with the main lake beyond. Tahoe is cupped high in the Sierras, surrounded by green forests and snow-capped peaks. Plate courtesy of Californians Inc. and Standard Oil Bulletin

ject matter are emphasized as well as the routine subjects. A quotation from the *Revista de Educacion* of February, 1933, illustrates the "new public school of Guatemala":

"The school is no longer the mere reunion of individuals isolated in antagonism, but a real society. The separation and often opposition between teacher and pupils is disappearing. From an absolute monarchy the school has become a constitutional monarchy and finally, a true republic. The individualistic sentiment and rivalry among the students have been abolished and been replaced by a spirit of mutual co-operation and generosity. For rivalry and egotism have been substituted partnership and joint responsibility."

The mission of the Guatemalan school teacher, earning but a pittance yet entering into his work uncomplainingly and enthusiastically, with the welfare of the child always in mind, is

well summarized in the following message of the Secretary of Public Education:

Your mission is one of sacrifice, of abnegation. You are the sower of the seed of well-being, of goodness, of beauty, in the heart of the children. On your labor the future depends, to reap the harvest.

A National Directory in Education

NATIONAL Deliberative Committees in Education is the title of a particularly useful research bulletin of the National Education Association. It comprises a complete detailed and informative directory of over 250 national committees dealing with important educational problems. California leaders in education will find this handbook of great usefulness.

Home Work: Teacher and Child

WINSTON S. OAKS, *Teacher, San Diego City Schools*

OCCASIONALLY every reader encounters published opinions, which because of his hobbies, politics, occupation, or religious convictions, concern him very intimately, and which he feels should be commented upon.

Being a teacher myself, such a feeling was quite naturally engendered in me by an article in a recent issue of the *Literary Digest* entitled "Conservation of the School Child." In it the author—Dr. Arthur E. Bassett, president of the Swarthmore Board of Education—expresses a whole-hearted disapproval of "home-work" for children.

The following comments resulted. However, they are not to be taken so much as a criticism of Dr. Bassett's opinions, as an attempt to explain some of the conditions that have resulted in children having so much "home work" to do, and a presentation of the teacher's side of the picture.

There are, I believe, three outstanding reasons why children are given "home-work" assignments. These I shall discuss in the following order: First, parents demand it; second, present-day economic conditions make it necessary, and third, the nature of the teacher's training and occupation make the assignment of "home-work" seem the normal and correct thing to do.

Concerning the first of the reasons for home-study, many parents do demand it. Their motives for so doing are many and varied. Some feel that if Johnny or Mary doesn't bring home an arm-load of books every night he or she isn't making the most of his or her educational opportunities. Others want "home-work" assignments to keep their boys and girls off the streets at night.

Still others have less worthy reasons. It is convenient to have the children busy with "home-work" when mother and father want to go to a bridge party or to the neighborhood motion-picture theater. On the other hand there is a very considerable group of parents who like Dr. Bassett feel that home study is "wearing away the stamina, spontaneity and initiative" of their children. Indeed, on this controversial question the poor teacher is most certainly between the proverbial Devil and the deep blue sea.

The second reason for home-study assignments—present-day economic conditions—is not concerned with the merits or demerits of such

a program. It is an unfortunate but, nevertheless, existing fact that teachers, parents, and children alike have had to face bravely and make the best of. All over the country salaries have been reduced, school terms have been shortened and curriculums have been curtailed. However, despite these rigorous economies, taxpayers have been unable to meet their obligations.

It is only natural, therefore, that teachers desiring to make the most of the meager opportunities which they have to benefit their charges have devoted every available minute to recitation, while study periods have been relegated to those hours when pupil and instructor are unable to be together. When the semblance of a ten-month school year must be accomplished in seven or eight, "home-work" if an evil becomes a necessary one.

Now as to the nature of the teacher's training and occupation, the entire philosophy of the modern school is based upon the welfare of The Individual Child. From the beginning it is drilled into those who pass through the various teacher-training institutions that the child comes before everything else and that children, not subjects, are to be taught. It, therefore, does seem illogical that teachers (who have a passionate desire amounting almost to a religion to see children healthy, happy, and growing physically and mentally) would do anything that might endanger the very results that they themselves are trying to bring about.

However, as far as "home-work" is concerned the teachers have been through and are still going through the mill. Four years of preparatory school and in the vast majority of cases an additional three to five years of professional training have made "home-work" a habit, one which the very nature of teaching makes necessary.

AMONG the most prominent of the so-called aims of present day education is training in the intelligent use of leisure time. Yet the very class of people who are expected to teach others how to use their spare time wisely—the teachers—are the ones who are the least qualified to do so.

Why? Because they have so little time that they can call their own. "Home-work" for teachers seems to be the generally accepted

(Please turn to page 56)

Four Proposals Against Crime

EARL WARREN, *District Attorney, Alameda County, and Member California Commission for Better Administration of Law*

FOUR initiative constitutional amendments, sponsored by California Committee on Better Administration of Law, appearing as Propositions 3, 4, 5 and 6 on the November ballot, are offered to the voters as a logical and effective program to diminish crime in California.

That Committee consists of representatives from the outstanding organizations that assisted in drafting the measures, and which have endorsed them, namely: Commonwealth Club, executive board of the California Federation of Women's Clubs, State Bar, California League of Women Voters, American Legion, and the San Jose Committee, and of various interested public-spirited citizens from the press, the judiciary, and other state and civic officers.

Proposition 3 would make the position of 25 appellate judges of the State selective and would give to each county the right to decide by ballot whether the proposed plan should apply to the Superior Court judges of that county. Whenever a vacancy occurs in a judgeship affected by the amendment, the Governor would appoint to fill the same. That appointment would be subject to two checks, the first by a Commission, comprised of the Chief Justice of the Supreme Court, the Presiding Judge of the District Court of Appeal, and the Attorney General, who would pass on the legal qualifications of the appointee, and the second confirmation would be by vote of the people.

At the next succeeding general election after the appointment, and at the close of each successive term of office, the name of the judge would appear on the ballot without opposition, and the question would be asked, "Shall Judge (name) be elected for the term ending January (year)?" The people would vote "yes" or "no." If the majority vote is "yes," the judge would enter upon another term of office, and if the majority vote is "no," there would be a vacancy to be filled in the same manner as above outlined.

This plan would attract to the bench men with the ability, experience and character who are so sorely needed and who will not consider judgeships as a career so long as they must spend at least 25% of their time and considerable money in campaigning to insure their re-election. If their tenure of office were made to depend upon how well they had attended to their jobs of being judges and not upon how

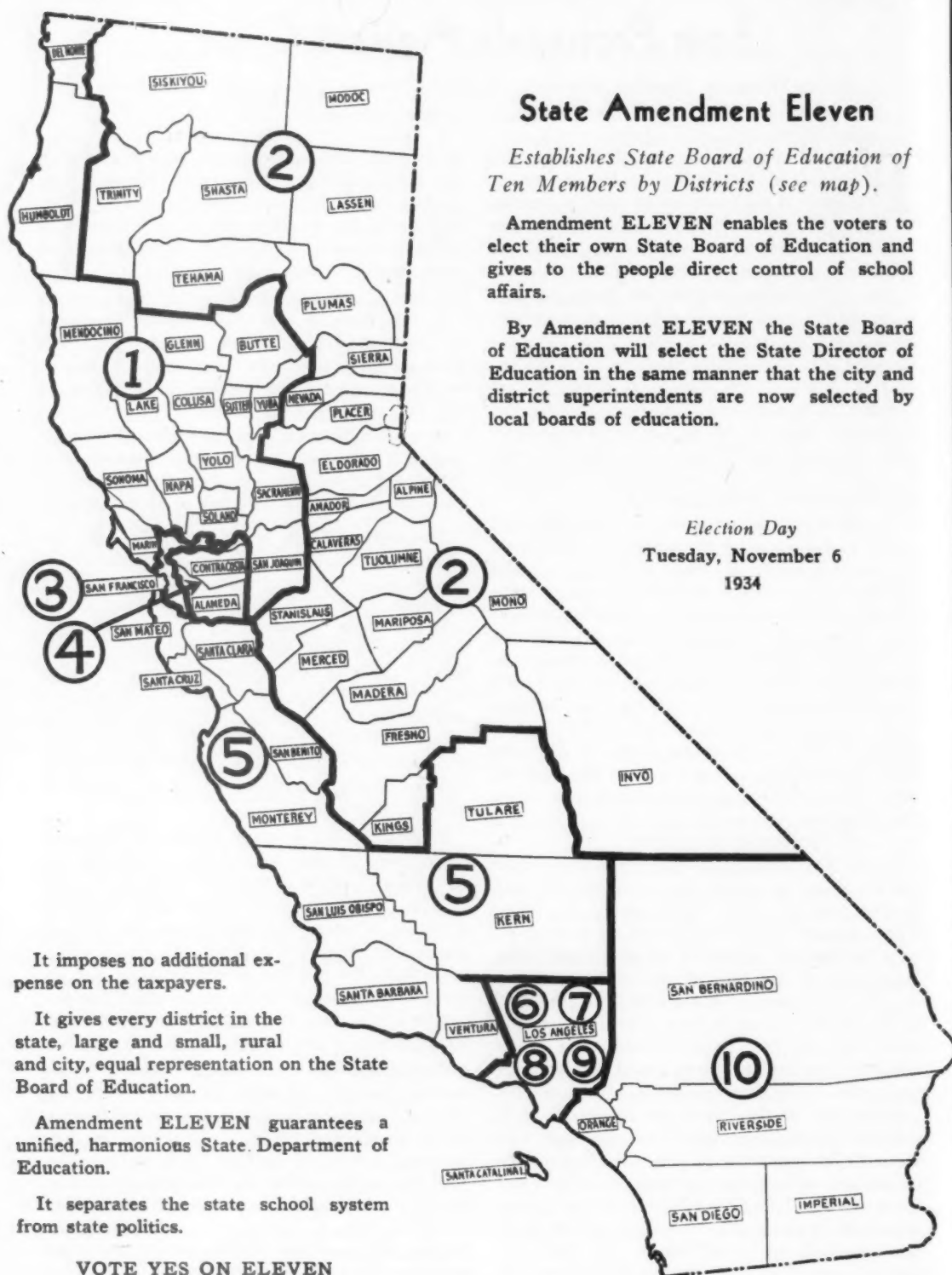
much time they had spent in outside activities, not only would there be better qualified men on the bench, but the saving in actual dollars and cents, by the reduction in the number of judges necessary to do the same amount of work, would be enormous.

There is also the advantage to the voter incident in the plan. He could observe the judge in the conduct of his office for some time, and form an intelligent opinion as to the fitness of that particular person for the office. Then he could express that opinion by voting "yes" or "no" on the question of retaining that particular judge. Today he must choose some unknown from a list of self-nominated candidates in order to escape from the known evil of an unfit judge.

Proposition No. 4, would provide for the coordination of all law-enforcement agencies in the State under the direction of the Attorney General. Under the present plan there are 58 sets of county officers, and innumerable city police forces, each absolutely independent of the other. There is no one person whose responsibility it is or who has the power to compel unified action. This amendment would place that responsibility for uniform and adequate law enforcement on the shoulders of the Attorney General and give him the necessary powers to accomplish that end.

Proposition No. 5, would permit the judge and the district attorney to comment to the jury on the evidence, while at the same time leaving the jury the exclusive judges of the facts. In short, it would promote the judge from his present position as umpire in a game between opposing counsel, to the position where he could use his legal training and experience to assist the lay people of the jury in arriving at the truth and seeing justice done.

Proposition No. 6, is simply intended to cut through certain red tape. It would permit a plea of guilty to a felony charge before the police magistrate when a defendant is first arrested, instead of waiting some two months until the preliminaries are over and the defendant has reached the superior court before he is asked whether he wishes to admit his guilt. Such a plea would be permitted only when the defendant is represented by counsel, and never in a capital case.



State Amendment Eleven

Establishes State Board of Education of Ten Members by Districts (see map).

Amendment ELEVEN enables the voters to elect their own State Board of Education and gives to the people direct control of school affairs.

By Amendment ELEVEN the State Board of Education will select the State Director of Education in the same manner that the city and district superintendents are now selected by local boards of education.

Election Day
Tuesday, November 6
1934

It imposes no additional expense on the taxpayers.

It gives every district in the state, large and small, rural and city, equal representation on the State Board of Education.

Amendment ELEVEN guarantees a unified, harmonious State Department of Education.

It separates the state school system from state politics.

VOTE YES ON ELEVEN

SIERRA EDUCATIONAL NEWS

NOVEMBER 1934 • VOLUME 30 • NUMBER 9

Vote YES on State Amendment Eleven

Amendment Eleven Reorganizes the State Board of Education as a Modern, Non-Political Body Responsible Directly to the People — Makes the State Superintendent of Schools Appointive

AMENDMENT Eleven proposes a plan of reorganization to bring the schools closer to the people by making the State Board of Education elective and the State Director of Education appointive. This necessity for reorganization has been recognized by two State investigating commissions.

In 1921: the Special Committee on Education of the State Legislature reported:

"The present California educational organization must be regarded as temporary and transitional and dangerous for the future, and it should be superseded at the earliest possible moment by a more rational form of State educational organization."

In 1930: the California Constitutional Commission stated:

"We recommend an elective State Board of Education, which would appoint a Director of Public Instruction, thus reversing the present plan which is not promotive of harmony and efficiency."

This report was prepared and submitted to the Governor of the State December 29, 1930, by the following citizens: Newton W. Thompson, chairman; John Willis Baer, Edgar W. Camp, George E. Cryer, George E. Farrand, Will J. French, J. B. Gill, John R. Haynes, Leslie R. Hewitt, Irving Martin, Orrin K. McMurray, Chester H. Rowell, Robert G. Sproul, Edward F. Treadwell, E. A. Wolcott.

In 1934: Amendment Eleven now gives to the people of California the opportunity for the first time of carrying into effect these recommendations.

The System at Present

Under the present system members of the State Board of Education are appointed by the Governor for four-year terms and thus become appointees of the political party in power.

There is no specification as to residence and the majority of members have usually been appointed for political reasons from the centers of population.

The State Superintendent of Public Instruction now is elected by the people for a four-year term.

This system in the past has caused lack of harmony between elected State Superintendents and politically appointed boards, and may readily do so in the future to the detriment of the public schools of California.

The System Proposed by Amendment Eleven

Amendment Eleven provides that the State Board of Education shall consist of ten members, each serving for a period of ten years.

Members are elected from ten districts, each formed by a combination of two contiguous congressional districts. (See map on page 10.) Every section of the State is thus given equal population representation.

Just as local boards of education select well-qualified persons as local superintendents, so the State Board of Education will select the best available educator for the State position.

The proposed system insures harmony between the State Board of Education and the State Superintendent of Public Instruction.

Freed from political influence and the necessity of carrying on a political campaign every four years, the State Superintendent will give his full time to serving the best interests of the public schools.

Amendment Eleven gives to the people an opportunity of electing ten educational advisors instead of one as at present and will thus bring the schools closer to the people.

A continuous program of education can be conducted because of the length of the term of office of the State Board members. The Board,

being elective, is not likely to be dominated by any political faction of the State.

As membership carries no salary, only public spirited citizens genuinely interested in public education will accept membership on the State Board of Education as reorganized by Amendment Eleven.

Appointive Superintendents General in California

In practically every community in California, large and small, city and district superintendents are appointed by governing boards elected by the people. The people have long since discovered in the local communities that the superintendent, as the executive officer of the schools, should be chosen solely for his capability and should remain free from political influence.

Amendment Eleven does exactly that for the State: it removes the office of State School Superintendent from politics by making that official appointive instead of elective and puts into effect in the California schools the most satisfactory plan of control that has been devised for the management of modern school systems.

Sponsored by the California Teachers Association.

Vote YES on Eleven

In San Francisco, STATE AMENDMENT ELEVEN should not be confused with San Francisco Charter Amendment Eleven, which covers an entirely different subject-matter.

* * *

Prepare for Legislation

MRS. VESTA C. MUEHLEISEN, *State Chairman
School Education, California Congress of
Parents and Teachers, San Diego*

ANTICIPATING the pressure which again will be brought to bear, at the coming session of the Legislature to curtail school expenditures and services, the state chairman of School Education of the California Congress of Parents and Teachers has prepared an outline of work for study groups in Public School Problems, which has the endorsement of the Board of Managers of the Congress and also of officials of the State Department of Education.

Its purpose is to acquaint the citizens with the purposes and objectives of the present system of Education, the forms of organization and

administration, the method used to finance the system, and the justification for school expenditures in comparison with other budgetary demands.

The program as outlined covers the following topics, and leads up to the Legislative program; Education as a Social Safeguard (September); Responsibilities of the Modern School (October); Financing California Public Schools (November); Administering Public Education (December); Legislation Affecting Public Schools (January to May).

Bills have been drawn to include the following proposals and will be introduced at the next session of the Legislature. Others of like nature are in process of being drafted.

1. *Elimination of fixed charges from State Constitution.*
2. *Tuition fees in high schools.*
3. *Transfer of budget control from boards of education to non-educational bodies.*
4. *Tax limitations.*
5. *Rental of text books.*
6. *Apportionment of state school funds by some other officer other than the State Superintendent of Public Instruction.*
7. *Abolishment of certain school activities and departments such as kindergartens, physical education and adult education.*

It is absolutely necessary that friends of public education in California be alert and demand of the legislative representatives of the various sections of California that nothing further be done which will injure the educational welfare of the boys and girls.

It is for this reason that this definite coordinated P.-T. A. program in School Education and Public School Problems has been planned. May we all join forces during the early months of this year so that our public may act intelligently when the time comes.

* * *

PETE W. ROSS, principal emeritus of Point Loma High School, was recently honored at the dedication of the school's new playing field as "Ross Field," in recognition of the long and meritorious services of this veteran teacher and principal.

The dedication ceremonies occurred at the opening football game of the Point Loma season. The stands were decorated with a large portrait of Ross, framed in the school colors of maroon and gold. Ross' name, in huge letters, greeted all who entered the field.

THE PRESIDENT'S PAGE

California Superintendents Platform and Recommendations

WILLARD E. GIVENS, *President, California Teachers Association*

THE California Association of Public School Superintendents, which met in an annual conference in San Diego on October 11, 12, and 13, recognizes in education the fundamental and basic institution of the state designed to meet our educational needs.

This conference of superintendents pledges its support to the following planks in our educational platform:

1. Maintenance of constitutional support on the basis of present constitutional provisions.
2. Maintenance of the established principle of free, non-tuition tax-supported education for all children in accordance with their needs and ability to profit therefrom from the kindergarten through the university.
3. Maintenance of the present system of school budget control.
4. Maintenance and improvement of professional standards required of teachers and school administrators.
5. Disapproval of legislative proposals directed at elimination of any present curriculum requirements or elimination of department of education services.
6. Approval of the principle of establishment and maintenance of the state permanent school fund, but disapproval of proposals to eliminate, reduce, or borrow from that fund except for the benefit of the public schools.
7. Disapproval of proposal to borrow from the teachers retirement salary fund.

The conference recommended that all friends of public education in California give active support to all of the important legislative provisions. A few of the legislative recommendations of the conference are:

1. We favor a plan for improved units of school administration and pledge our support for proper legislation to this end.
2. We favor legislation which will provide sufficient funds to make the apportionments for the support of district junior colleges as required by law.
3. We approve of legislation which makes provisions for requiring that school buildings be safe.
4. We recognize that principles of merit in the employment and dismissal of teachers are basic in our profession. We recognize the possibility of accomplishing these principles in a proper tenure law. Appraisal of the present status of the tenure question indicates need for unity in the profession in support of a more workable law. We pledge our support for the continuance, the clarification, the improvement, and the proper administration of a tenure law to be developed and supported by major professional groups. In the event the joint committee of six, representing the trustees and the teachers, presents a proper and workable law we pledge our efforts to have the professional groups of the state unite and support their proposals.
5. We have studied proposition No. 7 on the November ballot which recognizes the principle of merit in the employment and dismissal of employees. We pledge support for this measure.
6. Senate Constitutional Amendment No. 10, having to do with "Claims and Budgets," has received study by our committee. We disapprove this measure.
7. Proposition No. 11, an initiative proposal on the November 6 ballot, "Making State Board of Education Elective; Abolishing Superintendent of Public Instruction; Providing for Director of Education," our committee heartily endorses and approves. We urge your active support in behalf of this proposal.
8. Until plans promising adequate revenues to be available at proper times in appropriate amount are absolutely assured, we find ourselves bound to protect present sources of revenue.

Concerning Legislation

ROY W. CLOUD

REQUESTS have come to the office for material which may be used before teacher groups or in talks to friends of education. We believe that the following material will be of help in our program to protect free public education.

Number Ten Is Dangerous

There will be two Constitutional Amendments on the ballot in November for the friends of education to consider. **Number Ten** reads as follows:

"Art. IV—Sec. 1a. Notwithstanding any limitations or restrictions in this Constitution contained, every State office, department, institution, board, commission, bureau, or other agency of the State, whether created by initiative law or otherwise, shall be subject to the regulations and requirements with respect to the filing of claims with the State Controller and the submission, approval and enforcement of budgets prescribed by law."

Vote No on this proposal. It is ambiguous in its terms, and may at some time be exceedingly bothersome to schools. A school district is an agency of the State. While the State Controller may never care to inspect or revise a school district budget, he might at some time wish to do so. This amendment may also affect county budgets. A county is an agency of the State for the collection of taxes, so the counties would come within its scope. Because of these facts it should be defeated.

Number Eleven Is Good

Amendment Eleven is the initiative proposal sponsored by the California Teachers Association for the re-organization of the State Board of Education. **Vote Yes for Number Eleven.**

The purpose of this amendment is to take the State Superintendency out of politics. The re-organization of the State Board of Education should guarantee a non-political board. At present the Governor appoints the State Board of Education. He usually selects members of his own political party. Because of this method of selection the State Board of Education may not be in harmony with the State Superintendent of Schools. There have been times when inharmonious relations have continued for a long period. While that condition does not exist at present, there is always the possibility that it may. **Vote Yes on Amendment Eleven.**

TWO other initiative proposals have been submitted to the Secretary of State. They did not have sufficient signatures to be included on the November ballot, but since this year's closing date for the acceptance of initiative petitions, they have secured the required number of signatures. Though they will not be on the November ballot, they will appear on the next ballot of a general election to be held in California. Such an election may be held during or immediately following the next session of the Legislature. It is imperative, therefore, that teachers of the State shall study these proposals so that they may intelligently assist any friends who may ask for information.

Maintain the Sales Tax

One of the proposals seeks to repeal the California Sales Tax. Until a real program of taxation has been evolved in California, the Sales Tax must be kept as part of our financial system. The Sales Tax for the first twelve months of its operation, which ended August 1, produced approximately 46 million dollars. Had it not been for the funds thus collected, the State would have faced a far greater deficit than is now before it. It is the duty of every one interested in good government to see that the Sales Tax is maintained until a better form of taxation is devised. Money secured from the Sales Tax is not used exclusively for school purposes but goes into the general funds of the State. A large portion of it, however, has been allocated to the schools during the past twelve months.

The second proposal, which will be on the Special Election or at the Regular Election two years from now, is the Tenure amendment circulated by the Classroom Teachers Federation of California. This Tenure proposal seeks to write into the Constitution of California a full and complete Tenure law. It is not my purpose here to discuss this measure. Should the election be held within the first half of the coming year, copies of the amendment will be sent to the various schools of the State.

AT the coming session of the Legislature, we are informed California will be faced by a great deficit. Statements have been made that it is absolutely necessary to make reductions in governmental expenses. The California Constitution safeguards certain of its departments or agencies by fixing certain guaranteed amounts for their maintenance. These are called "Fixed Charges." The largest of the fixed charges is provided as a sacred trust for the schools. We

may be reasonably safe in saying that there will be attempts to re-write the fixed charges or to entirely eliminate them. Friends of education must stand firmly by the proposition that there shall be no reduction of the constitutional guarantees. These **fixed charges** now guarantee \$60 per pupil in average daily attendance in the elementary schools and \$90 per pupil in average daily attendance in the high schools. The great State of California has sufficient taxing possibilities so that adequate revenues for all State purposes may be secured without working undue hardship on any one. Any attempt to change the Constitution, except by initiative, must first be passed by the Legislature and then voted upon by the people.

It is necessary in order that sufficient funds may be secured, that a scientific method of taxation shall be provided by experts and not by tinkers or selfish interests.

BEFORE the Legislature convenes in January, 1935, every Legislator should be contacted and informed of the injustice of continuing the 5% tax limitation provided in the Riley Stewart plan. That amendment which was adopted in 1933, specified that the limitation should continue for two years. Unless strenuous opposition is made to its re-enactment the plan will probably be continued. While the State Board of Equalization has been willing to allow the increase in several instances, the districts which really need additional funds have had added expense and very great inconvenience placed upon them in order that they might obtain this approval.

School District Should Control Finances

Our schools, for many years past, have fought the attempts to place their budgeting powers with Boards of Supervisors. The present plan of control by the State Board of Equalization is very much more bothersome than any supervisory control would ever be. A state body is not in a position to understand the needs of local districts. This is one side of the situation. The other side is that districts throughout California have not endeavored to conserve because any savings in one year would limit their revenues for the following year. Any system which puts a premium upon spending is wrong.

The California School Code places statutory limits beyond which school districts may not spend. Those limits may be exceeded only by direct vote of the people of the district involved. This should be sufficient safeguard for the people. It is to be hoped therefore, that school

friends generally will contact their legislators and attempt to have the 5% limitation dropped so far as schools are concerned.

IT is more than probable that at the next session of the Legislature efforts will be made to take the right of determining the amounts to be budgeted from school boards and vest that power in the County Boards of Supervisors. The reason given for the introduction of this proposal is that until fixing of school budgets comes under supervisory control, there can be no uniform method of budgeting and accounting. We believe that this is not the real reason for the continued introduction of the proposal. School funds now are protected. If budgetary control is given to the supervisors, that protection will be taken from the schools and the allocation of district school funds will be entirely at the pleasure of the Boards of Supervisors.

The argument is specious; cities and municipalities are not required to submit to budgetary revision. A school district is as much a separate entity as either a city or municipality, and until cities and municipalities are required to submit their budgets to County Boards of Supervisors for revision, school districts should stand upon their rights in this matter.

Tenure Proposals

CALIFORNIA Teachers Association will have a proposal in the Legislature concerning tenure. Any changes proposed by C. T. A in the present law will conform to requests made by the school trustees and passed upon at the State Council in April, 1934. The Council Committee under the direction of E. B. Couch of Los Angeles and a special committee under the chairmanship of John Brady of San Francisco have re-written various sections of the tenure law to conform to the ideas of the trustees. As soon as the measure has been adopted by the members of Mr. Couch's committee, it will be presented to the trustees by the committee of the Board of Directors, consisting of John A. Sexson of Pasadena, Mrs. Kathleen Stevens of Los Angeles, and Ed. I. Cook of Sacramento.

Retirement Salaries

E. G. Gridley, chairman of the Retirement Committee of California Teachers Association, has conferred with his committee with the idea of putting before the teachers a proposal for the safeguarding of retirement. The tenure proposal as submitted sets an age at which tenure shall cease. In that event retirement will be-

come mandatory. The present retirement law will not provide adequate protection for retired teachers if a great number of teachers retire within a relatively few years.

At the meeting of the Board of Directors on September 22, it was decided to furnish Mr. Gridley and his committee with actuarial assistance, in order that proposals made may conform to sound business principles. It is the desire of the committee to ask for a larger contribution from the teachers in order that a larger retirement salary may be received. Social insurance for the aged has become such a common matter of discussion that it seems probable the teachers will wish to safeguard their interests and provide a fair annuity for their old age.

In the January, 1934, issue of California Schools, Superintendent Kersey stated that the number of teachers employed in California had materially decreased since 1930. He further stated that there are 43,000 more pupils in the elementary and high schools than there were in 1930.

The June, 1934, Tax Digest, published by the California Taxpayers Association, on page 202 gives the expenditures of the State of California, of its counties, its cities and municipalities of its districts and of its schools. According to the Taxpayers Association, during the past three years, the schools have effected reductions of more than twice as much as all of the other agencies of government combined.

At their last session a few California legislators frequently stated that the schools had no progressive proposals and were constantly on the defense to prevent any changes. Our offensive should now be that the schools must go forward. California school conditions of 1930 were better than they are in 1934. Every phase of human existence is going forward. The schools have a greater part to play now than ever before in their history. Education must do more in 1934 than it did in 1930. An advanced program cannot be carried on as it should be with crowded classes and limited supplies. The President of the United States has stated that the "New Deal" is here. California must help to put back in their classrooms some of the 16,000 idle teachers.

The American Federation of Labor recently met in its National Convention in San Francisco. The delegates demanded a shortened day so that more workers may be employed. At least 6000 more teachers should be in the schools of California. The challenge of the future is tremendous. Our boys and girls must be properly prepared to meet that future.

Winning High School

Grand Sweepstakes Awarded Metropolitan High

MARY ALICE JONES, *Vice-Principal*
Metropolitan High School, Los Angeles

METROPOLITAN High School, at Los Angeles, was the winner for the second time of the grand sweepstakes prize awarded at Sacramento, during the State Fair. There were 9 blue ribbons, 6 red ribbons, 1 white ribbon, and 37 honorable mentions awarded to this continuation school for the fine display made.

The blue ribbons were awarded for projects such as the following: a set of punches in a base from the shop; a class project in bookkeeping depicting ancient and modern bookkeeping; a blue wool suit, with hat to match, from the home-making department; a dainty nightgown and bed jacket; a State Fair poster.

Notebooks on the following subjects were awarded blue ribbons: business arithmetic, sociology, costume design, a notebook entitled "Furnishing a Five-Room House," and another notebook entitled "Ford's Achievements."

The projects entered by Metropolitan High School students offered a variety of subjects from every department. In a letter to the vice-principal, Emily G. Palmer, chairman of the State Fair committee on continuation education, said, "Los Angeles had such well-selected exhibits and co-operated so splendidly in sending material from such a distance, I am particularly happy that you received the First Sweepstakes."

Mildred Stanek, student in the costume design class, presented a notebook on fashions. This notebook attracted more attention than any other entry in the exhibit booth. Mildred took art all through high school and hopes to get into Frank Wiggin Trade School. She is a typical American girl who is definitely headed toward her goal.

Another entry which caused much comment was the dainty nightgown and bed jacket in apple green and delicate peach silk material. These garments were made by a little Spanish girl, Anonia Marquez, who, with her mother, works on Olvera Street.

Even though many entries received no prizes the students profited greatly by the effort put forth and the satisfaction they received for doing something exceedingly well.

* * *

"EDUKATION versus Indoctrination" by Horace M. Kallen, a bulletin of 25 pages, is Public Policy Pamphlet No. 13, issued by the University of Chicago Press.

Professor Kallen has stated in an able and logical way one of the most serious challenges of present day education.

Our Schools Seventy Years Ago

ROY W. CLOUD

THE 1934 annual report of A. R. Clifton, superintendent of Schools of Los Angeles County, sets forth that in the city of Los Angeles alone there are 23,789 kindergarten children, 187,150 pupils in the elementary schools and 163,634 high school students. In all the public schools of Los Angeles County in these three divisions there are 567,152 children enrolled.

John Swett, master builder of the California public school system, came to California from New Hampshire in 1853. He began his teaching career in a little school on Rincon Hill, San Francisco. He demonstrated his ability as an educator and in 1862 was elected State Superintendent of Public Instruction.

As the head of the public schools of the State, he laid the foundation of our present school system. He was a far-seeing man who visioned the needs of the future and with a remarkable clarity outlined laws and educational procedure which have given California a high place in the educational history of our country.

In April, 1865, Swett made his first official visit to Southern California. In the May, 1865, issue of the California Teacher he gave an interesting account of his visit to Los Angeles. At that time the town had two brick school buildings, 156 pupils and five teachers.

"ONE pleasant morning last month, we took passage on the Brother Jonathan, with the intention of making a tour of observation in a section of the State as yet untrodden by the foot of a State official," he wrote.

"After a delightful trip of 42 hours we were landed in the new and thriving town of Wilmington on the bay of San Pedro, and a three hours' stage ride over 24 miles of level plain, carpeted by a most luxuriant growth of clover, malva and other grasses, brought us to the old city of Los Angeles, which lay basking in the warm sunshine at the foot of a picturesque range of mountains, in all the lazy loveliness of a semi-tropical climate. The city is a singular compound of adobe walls, covered by shocking bad 'tiles,' and brick houses, and neat white cottages, all presenting an appearance quite as 'mixed' as the people who live there.



"We had the opportunity of visiting all the public schools and the pleasure of addressing a large audience of citizens and parents, on common-school topics. Los Angeles has two well-built brick school houses, both furnished with school desks of a very unique and antique pattern—a model of which ought to be sent to the Patent Office—admirably adjusted to twist the spines of growing girls, and break the backs and weary the legs of the sturdier boys.

"The girls grammar department is a neat, orderly, well-conducted class of forty girls, taught by Miss Hoyt. In the same building, Mrs. Foster's primary class of both sexes, numbering sixty scholars, seemed to be making better progress than could be expected, considering desks and numbers. The boys grammar school had about thirty boys in attendance, in no wise remarkable for order, discipline, or progress. The girls school needs a piano, a set of Willson's Charts, some calisthenic apparatus, and a small library, and ought to have them all in a city where there are so many wealthy men as in Los Angeles.

"There is also a small school of 15 Negro children of all the shades arising from blending all the primary colors of Spanish, American, Indian and African parentage. They are engaged in the pursuit of knowledge under difficulties, as their little room 10 by 15 feet, has neither desks, blackboards, maps, charts, nor any kind of furniture, except a line of rough board seats without backs, around the walls.

"The whole number of children in the city between 4 and 18 years of age is 1095, while the average number belonging to the public schools, last year, was 156, or 14% of the whole. There are no private schools except the Sisters, where the attendance may be 75.

"The San Gabriel District, eight miles from the city, near the old mission church of the same name, has a tidy little house and an excellent school, taught by an accomplished teacher. The interest of the people in their school was manifested by a full attendance on an afternoon lecture on school matters. L. J. Rose, the county superintendent of the public schools, resides in this district and rejoices in the ownership of one of the best and most delightful situated

vineyards in the State. The new town of Wilmington—Phineas Banning's city—the seat of Drum Barracks, has suddenly sprung into existence on a barren, sandy spot on the shores of San Pedro Bay, under the magical touch of Uncle Sam's contracts. The government store-houses are extensive and well-built, as this point is made the depot of the forts and stations in Arizona and on the Colorado. The town is supplied with water, by an extensive ditch 10 or 12 miles long, from the San Gabriel Creek, principally constructed by Uncle Sam's soldiers. Wilmington has a good, well-built, well-furnished, large and convenient school house, and a well-taught private school, which is soon to be organized as a public school. Some thirty children are now attending; and thirty or forty more, who are too poor to pay tuition, will attend when the school is made free.

Los Angeles County contains 2304 children, between the ages of 4 and 18 years, while the average number belonging to public schools is only 362, or 15%. The total number enrolled during the year on the public-school registers was 706 and the number who attended private schools was 301. The amount of State school fund was \$4081.56; of county school tax, \$5739. The minimum tax of \$2 per child, which the new school law requires, and which Boards of Supervisors must levy, amount in this county to 26 cents on \$100. The last school census returned 1079 children, between 6 and 18 years of age not attending any school whatever. The total valuation of all school property in Los Angeles County is \$8836; of apparatus and libraries, nothing. It cannot be said that Los Angeles County offers to families any superior school facilities as an inducement to settle there."

IT is probable that no section of the world has had a more rapid growth and it is certain that no city in modern times has had to face a greater problem in providing school facilities for its boys and girls than has faced the city of Los Angeles.

John Swett gives the total of all school property as \$8836 in 1865. The report of the County Superintendent of Schools for 1933-1934 shows that in the city of Los Angeles for this past year the estimated value of school property in that city alone was \$1,413,347,030, while that of the county of Los Angeles has a total value of \$2,153,864,850.

This article was prepared for the Los Angeles Times in which it appeared September 21, 1934.

The New World Broadcasts

A record of September-October programs

WEEEKLY broadcasts NBC Western States Networks, Mondays 9:30-10 a. m. P. S. T. California Teachers Association in co-operation with National Broadcasting Company. Programs directed by Arthur S. Garbett, Director of Education, Western Division, National Broadcasting Company, assisted by New World Ensemble, under direction of Louis Ford.

September 24—Education in California. Roy W. Cloud. Richard Strayer and Stanley Wild, trumpeters, Balboa High School, San Francisco. New World Ensemble.

October 1—The Junior High School. John Brady, principal, Everett Junior High School, San Francisco. Vocal solo, Miss Mignon Nyrop; accompanist, Mr. Marion Knott. Mary Ball. Vaughan MacCaughy. New World Ensemble.

October 8—Rural Education. Roy Good, district superintendent, Fort Bragg. James Lacy, alto, Balboa Junior High School; Marion McQuade, accompanist. New World Ensemble.

October 15—Dr. C. J. Du Four, Dean, San Francisco State Teachers College.

October 22—Prof. Samuel Lyman Mitchell, Marin Junior College.

October 29—Miss Miriam Eisner, Past President, Kindergarten-Primary Department, National Education Association.

* * *

Wages

I. D. PERRY, *Los Angeles High School*

HIGH and bleak
Is the mountain peak.
The firs are thin.
He who would win
The wind-swept rock
Where no birds flock,
Where no flowers blow
In the drifted snow,—
Must find his pay
In the cold blast's play,
In the sweep of eye
Ranging far and high
From sea to desert
From cliff to sky;
Must find his pay
In the laboring breath
In the aching limbs
And the dull fatigue
From the toilsome climb
Of a perilous league;
Must glean his wage
From the stunted sage,
And the twisted pine
Of the timber line.

The Truth about the Cost of Government

JOHN K. NORTON, *Chairman*

Joint Commission on the Emergency in Education, Washington, D. C.

DURING recent years a ceaseless and generously supported campaign has been financed by certain interests to discredit public expenditures of all types. A favorite trick has been to exaggerate the proportion of the national income which is expended for public services. Proceeding on the basis of bogus figures, and assuming that there is something inherently undesirable in public expenditure as such, it is easy to arrive at the conclusion that taxation is threatening to undermine our economic and political system.

A recent bulletin, *What Government Costs*, of the Tax Policy League, a research organization conducted under the direction of a competent group of economists and tax experts, contains material which is particularly pertinent to this problem. This publication opens with the following statement:

There has been no phase of public finance more variously represented and more extravagantly estimated during recent years than the total amount which the citizens of the country are paying for their federal, state, and local governments. Estimates given out by persons high in the business world which have reverberated throughout the country run up, in some cases, to the fantastic heights of 20 or 22 billion dollars a year.

This bulletin then proceeds to make an expert analysis of income and governmental costs based upon the most reliable sources of information available. Basing its figures on 1932, the last year for which anything more reliable than approximate estimates are available, the Tax Policy League discovers that approximately eight and a half billion dollars of revenue was collected by the 183,000 political units of the United States—federal, state, and local. This is stated to be “the actual present burden of government upon the taxpayer.”

How do the fulminators against public expenditure arrive at estimates two and even three times this amount? They do it by using gross figures. They include sums realized from bond issues and borrowings, and also include expenditures for debt requirements, “which is obviously misleading, since it involves counting debts as a cost of government, both when they are incurred and when they are paid off.” They include the full cost of public service enterprises, which are partly or wholly self-supporting and take no account of the fact that about 9% of the revenues of state and city governments come from these enterprises.

These misleading figures as to the burden of public expenditures are then used in relation to equally fictitious statements as to the amount of the national income. The result has been that estimates concerning the proportion of the total income which goes into taxes have assumed extravagant proportions, frequently running as high as a fourth or a third of the national income.

What are the facts as to the ratio of taxes to income? If one takes his income figures from a study of the national income, 1929-1932, recently made by the United States Bureau of Foreign and Domestic Commerce, and the estimates of taxes collected by the National Industrial Conference Board, the

ratio of taxes to income distributed, as opposed to income currently produced, was as follows in recent years: 1929, 12.1% ; 1930, 13.6% ; 1931, 14.6% ; 1932, 16.3%.

The foregoing percentages give a proper picture of the burden of government—indicated by the ratio of governmental costs, as represented by actual tax collections—to income, as represented by payments actually received by the people of the United States.

In appraising the worth of statements as to the burden of government in the United States, which are frequently issued by interests, anxious to keep public expenditures down to the lowest possible figure irrespective of social effects, it is well to have the following considerations in mind.

First, it is probable that these figures are misleading, if not grossly inaccurate. They usually overestimate the cost of government by double counting certain expenditures, by omitting revenue earned by public enterprises, and other statistical tricks. They underestimate by similar devices the amount of income actually received.

Second, these statements frequently imply that the increase in the percentage of income paid for taxes is the outcome of a recent and tremendous increase in governmental expenditures. They emphasize the increase in federal expenditures in recent years, but fail to note that this increase is offset in considerable degree by decreases in local expenditures, which have taken place as a result of the depression. They fail to note that most of such increase, as has taken place in the ratio between governmental costs and income received, is due to the tremendous drop in income since 1929.

It is much more comfortable for those high in the business world to use the foregoing procedure. By this trick, school teachers and other public employees become the villains in the plot. Attention is deflected from the fact that these industrial leaders have proved unable to operate the marvelous instruments of production which the American people have paid for by their savings. The result of this inability has been a catastrophic drop in income, which is another name for the depression.

Third, those who mourn over the amounts expended for schools and other essential public services frequently argue from the assumption that all money expended publicly is wasted, whereas all money expended privately is productive. This assumption has no basis, either in sound economic theory or in obvious practical conditions. Millions of dollars of the earnings of the American people have been expended since 1920, with what they believed was competent financial advice, for South American bonds, Kreuger and Toll stock, and Insull certificates. Have these private expenditures proved productive?

Let us recognize that the productivity of an expenditure is not dependent upon whether it is made under private or public auspices. It is productive to the extent that it purchases goods and services that satisfy worthy individual and social wants. Under this sound criterion, no apology need be made for past and present expenditures for education, nor for any public

enterprise of equal importance which renders a sufficient and genuine return on money invested in it.

Fourth, the strictures against public expenditures frequently assume that the incidence of taxation automatically and evenly spreads itself over the whole population. Arguing from this false assumption, many tears are shed by the representatives of wealthy interests over the burden of taxation borne by the poor people of the nation. What they have in mind is the fact that the principle of ability to pay is increasingly being recognized as a fundamental criterion in determining the basis of taxation. This canon of taxation is finding increasingly effective expression through such modern taxes as those on income. It is difficult to shift these taxes. They have a tendency to stay put. The result is that the cost of government is not evenly and generally diffused. Rather, it is increasingly and properly paid for by those into whose hands the results of the work of all of us tend to concentrate.

Recompense

HAZEL BECKWITH NOHAVEC, *Claremont*

TWILIGHT filters into the room
 Along the black wall, a flutter,
 A movement.
 Hands. Not one but many—
 Some chubby, some clean, all sizes,
 All moving. Steadily moving on . . .
 They waver, they progress.

They are not writing
 But only
 Hands!
 Moving, doing, controlling.
 Other hands join the procession
 All the hands of all the children
 And I have called them "mine."

Where are those hands?
 Hands directed by minds my life has touched.
 Are they doing the work of the world,
 Are they pulling the controls, the levers?

Twilight filters into the room
 But now—nearer and clearer.
 Hands turning law books, hands at the plow.
 Hands at housework, surgeon's hands,
 Soothing hands, caressing and firm,
 Restraining, guiding,
 Pointing, directing.
 Hands! . . . Doing.

They reach! They touch mine!
 What matters
 If twilight filters.

American Literary Association Announcement

AMERICAN Poetry Magazine, official organ of the American Literary Association, edited at 1764 N. 83rd Street, Wauwatosa, Wisconsin, announces to the educational world the opening of a new department to be devoted to the creative efforts of high school, college and university students.

The department will be divided into a junior and senior division, the former including the high school and the latter the college and university work. We invite the teachers of English in the high schools to send us the outstanding poetry of their own students. We shall be glad to hear personally from college and university men and women. During the year there will be contests for both groups.

The American Literary Association was founded in 1919 by Clara Catherine Prince with the following objectives: (1) to raise the ideals of American literature; (2) to protest against the flippant trash and worse which is often published in the name of literary art here in America; (3) to encourage and help bring out unknown writers of genius and (4) to publish the best work available of contemporary poets by comparison.

For 15 years the Association has existed under the direction of its founder. The American Poetry Magazine was first issued in 1919. It is the second oldest poetry magazine in the United States, is a member of the Educational Press Association of America and is published in accordance with the standards of that organization.—Donna B. Brown, Editor and Director of the Student Department.

* * *

George B. Albee, veteran schoolman of Northern California, active worker in California Teachers Association, and for the past 20 years superintendent of Eureka City Schools, was recently honored by election to the city superintendency for another four-year term.

Radio and the New Mobilities

ARTHUR S. GARBETT, *Director of Education*
Western Division, National Broadcasting Company, San Francisco

MANY current conceptions of radio broadcasting seem badly out of focus. At one moment we view it narrowly as a means of accomplishing particular individual or group needs: an agency of entertainment, merchandising, politics, news - distribution, or education. At another moment, its limitations ignored, its powers exaggerated, radio is seen as a grandiose miracle capable of producing an overnight Utopia. Sometimes the Utopian concept is put in reverse, and radio becomes a sinister devil-machine demoralizing our youth, a potent weapon in the hands of our particular bete noire: the "capitalist," the "communist," the "fascist," as the case may be.

To place it in its proper perspective, radio needs to be viewed as part of a whole: a complex of transportation and communication facilities which have been so vastly augmented and accelerated since 1830 by the applied uses of steam, electricity and motor-power.

Even this mobility-complex is only part of a larger complex of technological changes affecting the whole of our social, political and economic life. Many of these changes, however, have been specifically brought about by the increased mobility of men, merchandise and ideas.

These augmentations and accelerations of mobility are not yet over. "We are on the threshold of a new era in flying," recently wrote Francis Vivian Drake "for 1935 points inevitably to speeds of 300 miles per hour." Stream-line trains and automobiles are increasing the time-honored mile-a-minute maximum up to a hundred miles an hour or over. The speed of sea-travel has not yet greatly surpassed the limit set by the Mauretania in 1906, but the average speed of smaller vessels is moving up rapidly to 20 knots and more.

Technological invention is increasing our means of communication by electrical and mechanical devices at the same bewildering rate. As we are fond of saying, space has been "conquered" and time "annihilated." They have indeed! The acceleration of our mobility media has been so great that our mental adjustments and readjustments have failed to keep up with it. Localism, sectionalism and a narrow nationalism exist side by side with new concep-

tions of world movements and international percussions and repercussions.

We are bewildered by the fact that the new mobility, the conquest of space and time, have increased our responsiveness to even small stimuli. More things happen in less time than ever before and produce reactions over far wider areas. We have to think more quickly and act more swiftly. In figurative language, we have to act immediately in Bakersfield because of something that happened a few moments ago in Samarkand, realizing, however, that some new event in Peking an hour later may cause an important change of conditions.

We are panicky and confused about it, because always in our minds there lurks the memory that once a prince was shot in Sarajevo, Serbia, and the event plunged a whole world into unwanted war. . . . And it may happen again!

2

Our new powers of mobility have brought new liberties and new restrictions.

A man with a horse has an activity-radius of twenty miles or so around his home. Give him an automobile, and his range extends to a hundred miles and more. He trades in the new territory, forcing his neighbor to do likewise, setting up new and unprecedented relationships.

From his arm-chair he can move men and merchandise to the ends of the earth. He can receive and exchange ideas with other men in Chile or Lapland while receiving news by radio of world events affecting his private interests.

As his individual powers are thus extended, so are the individual powers of others. But the earth is still the same size so that his movements bring him into endless new contacts and conflicts. Therefore limits are imposed upon his new freedom and, to his bewilderment, his conduct is regulated. He is taxed, numbered, investigated, regimented as never before. He cannot even cross the city-street without the permission of a mechanical stop-and-go sign.

His new freedom of extended movement has made him a better mixer. He has lost the old fear of the stranger which once kept him as an individual ruggedly aloof from his kind. The

new restrictions, however, have partly robbed him of his importance as an individual, and in defensive response to his gregarious impulses he herds with his kind. He joins his union, his trade association, his social or political club, his welfare organization. Where once he travelled on foot to the town-meeting to record his individual views, he now travels by train, automobile or airplane to his convention to record the aggregate opinion of his group.

The old individual fear and suspicion of the stranger manifest themselves as conflict between groups: labor against capital; small business man versus big business; professionalism against commercialism.

This urge toward collective action appears to be a universal folk urge, manifesting itself in different countries in different forms: communism in Russia, fascism in Italy, nazi-fascism in Germany, and co-operative action in the democratic countries.

In the United States the new collectivism appears to be assuming a pattern peculiar to itself and in line with an earlier tradition. The individual bargaining between man and man has been "stepped up" to a collective bargaining between group and group, with the state or national governments acting as arbitrator or umpire in case of dispute. The old pragmatic philosophy remains, rooted into the old constitutional right to life, liberty and the pursuit of happiness.

3

AS it is with individuals, so is it with nations. The new mobility has given them the urge to extend their political, social and economic ideas beyond their own borders, only to find their new liberties checked by new restrictions: and only to produce the same results of group-action.

The curious case of Germany leaps to mind. In seizing the dictatorship of Germany, Adolph Hitler stifled all opposition, closed down on the newspapers and issued his fiats by radio, forgetting that his broadcasts could be overheard and his actions reported to the rest of the world in the twinkling of an eye. He thus forced a diseased dictatorship to reveal its own remedy. Soviet Russia, Fascist Italy, Republican France, Constitutional England forget their differences and make common cause.

The international world is actively engaged in collective bargainings,—alliances, pacts, protocols, treaties all making for peace even while armaments grow.

4

A peculiar phenomenon of the new mobility since 1830 has been the growth of world states, particularly the British Empire and the United States. Both capitalistic and addicted to laissez-faire, their developments have been strangely complementary.

England, a small, populous island, extended her empire by sea, exporting and importing goods.

The United States, a vast area of 3,000,000 square miles, originally with scant population, could not export her goods to customers abroad, so customers were brought to the goods, and a vast immigratory movement began with the steamship after 1830, to cease only in 1922.

The British growth favored free trade in all its simplicity. Agricultural America, trading with England, also benefited by free trade, but industrial growth needed tariff protection. The age-old conflict between agriculture and industry, country and city, was given fresh impetus.

Steam-power, appearing before electric or motor-power, aggravated this controversy. The limited railroad facilities spread the agricultural population widely but thinly over the vast area, producing problems of isolation.

Huge cities, necessarily built near the sources of power, or at junctions, railheads, river-, lake-, or sea-ports, produced problems of overcrowding or congestion.

Lewis Mumford points out in *Technics and Civilization* that steam-power forced the crowding of factories, as workers operated machines connected by driving-belt to a single shaft. Factories and offices were of necessity built close to the railroads and wharves. Thus city buildings, jammed closely together, were squeezed up into the air as giant "skyscrapers"; while pedestrians, forced off the narrow streets by the belated appearance of automobiles, disappeared underground into subways.

Motor-power and electricity, applied to industry as well as mobility, are changing these conditions rapidly. Cities are spreading out from the center into widened suburban areas. Improved roads and wire-connections and radio are linking small towns with cities, bringing intercourse among isolated homes, small towns, and large cities.

There is increasing fluidity of movement affecting recreations as well as commerce. In a recent broadcast through KPO, Mr. E. P. Meinecke of the Bureau of Plant Industry in San Francisco, stated that "before the war the

National Forests of California were visited by about 150,000 people annually, including transients. In 1932 the figure ran up to nearly 18,000,000."

Once a man was tied down to his home, his family, his community. Today the powerful bonds which once held him are becoming fragile, are breaking. Our very houses become more lightly built, more easily and readily bought and sold. Life has ceased to be static and has become mobile, and our people are speedily becoming nomads.

5

THERE is nothing entirely new in this, for life in America has always been more migratory than in other, less "settled" countries. And American society already has developed its defensive response to transient modes of living. Membership in a secret society, fraternity, sorority, trade, social or professional organization has been something more than a social impulse: it has been the means by which the traveling American has been able to establish his identity in remote localities. Membership cards are credentials, universally accepted as such. The move toward group membership has already been noted as a response to economic and political conditions. It is also a response to mobility of social life.

6

Education increasingly must be for change, for quick responsiveness to the swift impact of new and far-reaching ideas; for mobility of thought and action; for group-activities, and for the breakdown of separatism between groups, between states and nations, as the whole world is drawn into the endless interweavings of circumstance.

Adults Need Education Desperately

Education for change is needed by adults even more than by children. The rising, post-war generation knows only the modern world with its mobilities of thought and action. The older people, tortured by new ideas thrust imperatively upon them by circumstance, look back upon a more stable world, seeking miserably to perpetuate old habits, old customs which they know to be obsolete. They do not know how to accept new liberties for old, new restrictions for old. They need desperately to be shown how the new collectivism imposed by necessity is but a "step-up" from the old individualism, and need not mean the complete abandonment

of old and cherished fundamental political, social and economic beliefs.

7

When radio broadcasting is separated from other means of mobility, it groups itself as a "message-bearer" in the classification of communications.

Its unique properties further sifted, reveal one quality above all others: it has instantaneous speed and spread. A broadcast message not only has the speed of light, it has, if need be, world-wide distribution. A 15-minute message by a Roosevelt can instantly change the whole psychology of a nation, and influence the conditioning of "all people that on earth do dwell."

Radio, however, has its restrictions, imposed by the limits of time, the physical limitations of available wave-bands. Therefore, when matters of social, political or economic importance are discussed, it seems desirable that the speakers should be those having authority vested in them, as accredited representatives of institutions or social bodies having a mandate from the people, directly or indirectly.

The educational department of the Western Division, National Broadcasting Company, has tried to meet this situation by what may be called the "socialization" of radio. The general plan is to deflect some of the normal activities of organized society through the radio channel.

The process of developing this system has been more or less organic. During the trying years 1932-1933, when the public desperately needed reassurance, special time-allotments were made to organized groups to deal with specific problems. Thus the California State Department of Education was allotted an evening period for the discussion of important educational topics. It was arranged, however, that as far as possible the use of this time-allotment should be "shared" by allied groups under State Department sponsorship. This permitted representation of universities, colleges, schools, parent organizations, and other social groups avowedly interested in education.

Time-allotments were offered along similar, co-operative lines, to other organizations. "Safety First" programs were sponsored by the California State Automobile Association supported by other organizations such as the Red Cross, National and local Safety Councils, Safety sections of the P. T. A., American Legion, etc., or members of the medical, legal professions, State Patrol, etc.

Economic problems were allotted to the California State Chamber of Commerce, which drew

largely for speakers on the California Economic Council, faculty members of the Economic Departments or Graduate Schools of Business at the University of California, Stanford, etc., or prominent business leaders.

Under somewhat different terms, child welfare and talks on child psychology became the special concern of the California Congress of Parents and Teachers. The California Federation of Women's Clubs, always very co-operative, undertook responsibility for more general discussions of current affairs by prominent leaders as well as their own membership. The Community Chest and other groups also fell in with the plan.

DURING 1933-1934, this "project-broadcasting" (regular weekly programs allotted to special topics) was further developed into a system of "mass-broadcasting," for special occasions. Thus during "American Education Week," representatives of all groups having time allotments through NBC Educational Department, met around a table, and agreed to concentrate their programs on this one subject. The University of California (generally conducting its own programs without restraint), and others joined the council. Topics were selected, and speakers drawn from yet other institutions and organizations not otherwise having representation, including Pomona College and Stanford University (which later had a period of its own, and has since given invaluable aid). California Teachers Association, which now has a time-allotment of its own, also contributed great support to the movement.

From such "mass-broadcasts" stemmed smaller "group-broadcasts," relating to special "weeks," aiding Foreign Trade, "See What the Blind Can Do" movements, drive for funds by the California Tuberculosis Association, etc.

It will be observed that time-allotments were given mostly to state organizations having nationwide affiliations, and capable of giving powerful support to their own programs and to those of other organizations with which they were co-operating.

The result has been to set up an elastic system of broadcasting for education and public welfare responsive to almost any need. Institutional responsibility guarantees great liberality of treatment and freedom of speech. The fact that some of the organizations broadcasting have found themselves advocating opposite views on current questions has not prevented them from co-operating on matters in which they can agree. This is helping to break down the separatism between groups which handicaps present-day group activities.

Key Listeners Are Vital

While the problem of studio-broadcasting is being met, the problem of adequate response from listening members interested in the affairs of their own organizations. This situation, however, is being met by group-listening and other devices, such as the "key listening" described in the October issue.

Enough has been said, perhaps, to show that a sincere effort is being made to apply the special attributes of radio to the new life-conditions universally imposed by the new mobility-complex.

Floating With the Sunset

TILLE HEATH, *Morningside School, San Fernando*

IF you could go a-floating with the sunset
You'd never see the gold clouds turn to grey,
You'd never feel that pang of disappointment
That follows close the dying of the day.

If you could float on in the blazing glory
And wrap yourself up in a crimson cloud,
You'd dress in lengths of all the sunset's beauty,
And never know it was a dead day's shroud.

If you were always floating in the sunset
With eyes a-drinking in its golden bars,
You'd never know the hush of holy quiet
That comes to one a-gazing at God's stars.

Joint Commission on the Emergency in Education

DURING the coming state legislative sessions, many legislatures will be dealing with the following problems: (1) Tax delinquency; (2) Property tax limitation laws; (3) Sales tax.

There have recently come to my attention three publications which you may wish to consult in case these are crucial problems in your state. These three publications are cited below:

(a) "Tax Delinquency," Taxbits, Bulletin No. 7, May, 1934, Tax Policy League, 309 East 34th Street, New York City. 25 cents.

(b) Property Tax Limitation Laws. Publication No. 36 of Public Administration Service, 850 East 58th Street, Chicago. 1934. 91 p. 75 cents.

(c) The Sales Tax in the American States, by Robert Murray Haig, Carl Shoup and staff associates. New York City. Columbia University Press, 1934. \$4.50.

Sincerely yours, John K. Norton, Chairman.

My Home Room

EMMA MELLOU CAMPBELL, *La Jolla*

THERE are 50 girls in my home-room. Twelve are seniors; 8 are freshmen; the other 30 are sophomores and juniors. They report to me one period every school day from the time they enter high school until they graduate.

In these four years, I learn their home environment, their personalities, their school careers, their possibilities. Often for years, I have had girls from the same family. When Elizabeth graduated, Eleanor started to high school. When Mathilda was a junior, Marion was a freshman. How well I have come to know the families of my girls!

At least once a year, Parents' Day, the girls bring their fathers and mothers, who go away feeling assured, they say, that their children are not like lost sheep among the 3000 pupils of a high school in a great city.

Next door to me a man teacher has a home-room of 40 some boys. I used to have both boys and girls in my home-room but we found it worked better to separate them. Some women teachers choose the boys; some men teachers, the girls.

On the first day of school in September, two of the older girls and a 9-A who is still in touch with her elementary school, were appointed to welcome the new girls and to take them on a tour of the building so that they would know where to find their classrooms, the library, the gymnasium, the swimming-pool and the lunch-room. Many a little freshman when asked what was his most interesting period has replied, "The lunch period."

The new girls give the home-room teacher duplicates of all the credentials the office requires for their admission. I have the age, the address, the family history, the elementary school history, the health certificate, the I. Q.'s, the course of study for every girl.

As home-room teacher, I direct the choice of subjects in the pupil's course of study, making out, semester by semester, the classification card which must be signed by one of her parents. The advantage of this plan is that the home-room teacher knows for which subject the pupil has an aptitude, which fits into her plan and possibilities for life after high school, and which is chosen because the girl likes the teacher or has a chum enrolled in the class.

It is really necessary for someone who knows the family to oversee the classification cards

when there are as many electives and as much freedom of choice as is offered by our high schools. I well remember the colored girl who insisted upon taking Latin and French as preparation for a trip abroad with her aunt. Her mother signed the card over my protest. Pearl failed both languages. Then I sent for her mother; found out that the aunt was imaginary; that the family finances were not likely to provide a trip abroad. Pearl's Latin and French were changed to cooking and sewing. On the other hand, Angeline's thrifty Italian mother would not consent to a course in art for her daughter until the art teacher and I explained the monetary possibilities of Angeline's talent.

It is the home-room teacher who takes note of the child's talent and recommends her to the various extra-curriculum activities for development: to the debating club, to the drama group, to the social service club, to the versemakers—Emily's verses put her on the staff of the school paper; Katherine's illustrations won her a scholarship in the school of design.

If the girl is troublesome, or is doing poor work, the teacher consults me. I know that Jane is capable of doing better work. There is some outside interest, probably a boy. But when Mr. Cliff came to tell me that Betty was failing in history, it was well I knew that Betty's mother was dead, that she had charge of three younger children, and that eight-year-old Billy had pneumonia. Mr. Cliff has a heart. He has a daughter and a little son of his own. He held up Betty's mark, helped her in the opportunity period when she came back to school, and Betty passed.

OUR organization makes the girls responsible for themselves and for one another. The president sits at the desk with me; she calls the class to order when they assemble for the home-room period just after lunch; she reads the school bulletin for the day. The president then takes up any item in the bulletin that calls for explanation or discussion. Often I must settle the question, but the girls are given an opportunity to express their opinions.

In the meantime, the secretary, on my right, has been taking the roll and making out the absence slips to be called for by the office for the daily absence list. In the five minutes that follow in which each girl makes her adjustment to a club, to the library, to sharpen her pencil, to get a book or paper, or to ask about a lesson, Florence and her assistants put the room in order. They clean the boards of work left by the morning classes, pick up scraps of paper,

straighten the chairs, dust the teacher's desk, arrange the flowers. The room must meet with the approval of the clean-up committee who may happen in at any time.

Tuesday is Bank Day. Helen, who has been trained in the Bankers Club, acts as teller. She seals the deposit slips and the money in a big envelope that is collected by a messenger from a bank down town where the accounts are kept, so that no harm is done if Helen does sometimes make a mistake. Before the depression we had 100% every week; that is, every girl added something to her savings account. Once to encourage saving, I said, "Girls, I am trying to save enough for a little trip at Christmas time. I have \$12. Are you saving your money, Mary?"

"Yes, Miss Campbell, I have \$625 toward my college expenses."

I gasped a little and then asked, "And you, Dorothy?"

"I have \$750."

And then we all laughed at the teacher.

There are more withdrawals than deposits these days. I have heard many a sad story: "My father hasn't worked for a year." "Mother has to go to the hospital." "My brother is ill," as I signed the withdrawal slips to be taken to the bank. It has been a good thing that I know the family history.

I know that Jennie is underweight because she hasn't enough to eat. Bessie is sometimes late because she has to walk; every cent her father can earn must be paid on his home or he will lose it. Jennie and Bessie will take lunch-checks and street-car tokens from me, but it would hurt their pride to have another teacher know their need.

WHEN life is dreary at home, we try to bring as much good cheer as possible into the home room. Marjory, the social secretary, can think of all kinds of pleasant things to do in half an hour, so as to make a party. Once in awhile, she will surprise them with a box of candy or ice cream cones from an unknown source.

The girls take great pride in the scholastic record of the room and help each other with their difficult lessons. Jean and Grace read French together; Virginia and Fay dictate shorthand to each other.

There are always three or four girls who have been trained until they can give valuable assistance with schedules and records. The president, elected by the girls, has their goodwill and respect. She can control them and in the

absence or illness of the teacher she carries on so efficiently that I sometimes think a teacher is superfluous.

Of the dear intimate things among us I cannot write. Rose, who had lost her sister in the Revolution in Russia, used to say, "The girls of the home-room are the only sisters I have." How she cried when she left us! I needn't tell you that I love my home-room girls. They are the only daughters I have.

Editor's Note—Miss Campbell has described her "home-room" in Pittsburgh, Pennsylvania. She states that the Pittsburgh home-room plan is unusual and has attracted much attention. She now resides in La Jolla.

* * *

Junior Audubon Clubs

NATIONAL Association of Audubon Societies makes the following offer of assistance for the present school year (1934-35) to supply bird-study material, at one-half the cost of publication and delivery, to those teachers and others who would like to give instruction to children on the subject of birds and their usefulness.

To form a young people's group for bird-study, a teacher should explain to the pupils that everyone who becomes a Junior Audubon Club member will be expected to learn about the birds and protect them. Ten members will constitute a Junior Audubon Club. Every member will pay a fee of ten cents. When ten or more have paid their fees, the teacher will make remittance to Miss Helen S. Pratt, field agent for California, 2451 Ridge View Ave., Eagle Rock, Los Angeles, giving her own name and address. Children must not send in fees individually.

Miss Pratt will forward to the teacher (or person organizing the club) for every member whose fee has been paid, a beautiful Audubon bird button and a set of six Educational Leaflets, each consisting of accounts of the habits of the bird, a beautifully colored picture, and an outline drawing of the bird to be colored.

The choice of subjects offered west coast teachers is: Robin, Sparrow Hawk, Barn Swallow, Purple Martin, Chickadee, Downey, or Willow, and Hairy Woodpeckers, Mourning Dove, Bittern, Yellow-billed Cuckoo, Veery, Song Sparrow, Eastern Kingbird. Order blank with complete details and sample picture will be sent upon request.

* * *

Pepperwood School Again Wins State Trophy

AT the California State Fair in Sacramento the Pepperwood School of Humboldt County won the trophy for general exhibit over all in the one-teacher rural school class. This is the second consecutive year for such honors to this school with an enrollment of 11 pupils.

Besides the above honor, three special awards, two firsts and two second premiums were carried off. Pottery made of Humboldt clay and weaving were the major projects. Amelia G. Alward is the teacher of this school situated on the Redwood Empire Highway.

Adventure in Verse Speaking

ANNA MAY PRICE, *San Francisco*

GROUP speaking of poetry—for children in elementary school, for adolescents in high school, for emotionally reserved adults in a work-a-day world—the idea should be catching fire all over California!

Here is an activity in which the individual may find himself swept away by the power of rhythm and the richness of words, seized upon by ideas of beauty, and afforded an experience that is novel and exhilarating.

Group-speaking, or choral-speaking as it is more frequently termed, holds rich returns for the high school English teacher. It will help to make poetry breathe! The reserves of adolescence prevent individual expression of poetry among some students. An active distaste for the whole subject as one apart from their realities of living, causes other students to groan at the mere mention of speaking verse.

Choral-speaking will afford the self-conscious student opportunity to lose himself in a group which is speaking poetry together; and taking part in the stirring rhythms of robust verse will, in spite of himself, win the bored individual of the second group.

How shall the teacher proceed in introducing the activity? First of all, it is necessary to plan the procedure carefully; then, to remember always the aim—a rich experience for the student that will carry with it growing appreciation of the value of acquiring better speech and tone. The first material used must be of genuinely compelling interest. The beginnings of poetry are represented by work lilts and play lilts of simple but interesting form. These with nonsense verse, sea chanties, and old ballads will provide poems of regular and exciting rhythm that are, unvaryingly, infectious in their appeal.

The teacher can begin by reading aloud a variety of verse with dominant rhythmic value. Following the rhythm with simple movements will help the students to learn something of the energy and flexibility of rhythm in a delightful and satisfying way.

From the preliminary work in recognizing metric pattern, the class can proceed to poems in which the rhythm is less obvious, the idea more subtle, and the expression demands more carefully articulated speech and greater richness of tone. Many poems will be discovered with interesting rhythmic refrains. These can be spoken by the class with the body of the poem read by the teacher.

Later, capable solo voices will develop from

the class. Poems of question and answer form, in which the class can be divided into two parts, the "light" and the "dark" voices, will offer themselves for interesting antiphonal work. Division into several sections, each section sustaining one part of a poem, offers another plan of interpretation. All during this activity, the student will learn unconsciously the delight of getting the right spirit of a poem, and the necessity for well-produced voice and clear diction.

Unison speech, in which the verse is spoken by the whole group as one, demands understanding of the poem's meaning and mood, and sympathetic expression of its music and pattern. Constantly the material must be varied. There are poets whose work abounds in the vigorous rhythmic expression of activities that interest boys particularly. Plentiful use must be made of these; along with the poem of delicate imagery and subtle idea must go practice in robust vigorous verse.

Knowing the multitude of phases of the subject that must be taught in the English classroom, the question of time for choral speaking inevitably arises. However, if one remembers that a measure of speech-training is an integral part of English training, and that poetry is always in the course of study, exercise in group speaking will be justified as a definitely integrating factor towards English as an adventurous emotional experience rather than an accumulation of facts and rules. Leadership in verse-speaking will offer adventure to the teacher also. All those who have experimented in the field have been inspired by the rapt energetic response from all kinds of students.

The Pay Is Generous

There are difficulties, of course. All poetry is not suited for group work. Material must be selected with discrimination. It must be simple enough, rich enough, and varied in appeal. Then, always must the teacher recognize the value of the activity in terms of the inner growth of the student rather than in terms of building up a performing group. With aims clearly defined in one's own mind, with sensitivity to the poem and to the student, spending even a short period once a week on choral speaking will repay generously.

Marjorie Gullan of the Speech Institute of London has three helpful books on the subject: *Poetry Speaking, Part One*, *Poetry Speaking, Part Two*, and *Choral Speaking*. *The Teaching of Choric Speech* by Elizabeth E. Keppie has excellent suggestions and lists of possible material.

Aspects of Teaching Biology

PAUL E. THOMPSON, *Arroyo Grande High School, San Luis Obispo County*

SEVERAL phases of the teaching of biology have to do more with the psychological side of it, but which nevertheless have a tremendous influence on the humanizing of the subject. For example:

1. *Dignity versus scientific teaching.*

The teacher must come down off his pedestal, even as science must be brought down, for the time in past when the teacher should assume an attitude of omniscience such as is frequently assumed. The touch-me-not-lest-my-dignity-be-offended attitude that is maintained by many teachers through the exercise of foolish pride and that is used to cover what they may feel is an ignorance that should not be disclosed, is a fatal mistake to say the least.

Within the science laboratory—even in the lower grades—the teacher should be scrupulously honest intellectually. Instead of attempting to give an ostensibly complete answer to all questions that may be asked—or what is worse—of stifling all opposition and of squelching all differences of opinion,—the teacher should be perfectly frank to admit that he is ignorant of many things.

He should capitalize his lack of information. The world in which we live is an amazingly complex thing; there are millions of undiscovered creatures and of unexplained phenomena; it is no disgrace to be baffled by a problem; why not then admit the fact and explain to the pupil than in this most fascinating study as yet so new he is ever on the brink of the unknown, ever on the verge of discovery, and that even the very beginner may stumble onto something that has hitherto escaped the most learned savants of science. Students respond with alacrity to this idea not so fanciful as it sounds—for beginners do make discoveries, real ones.

The laboratory should be characterized by an atmos-

phere of perfect freedom of thought, in which the teacher possesses an advantage, solely because of a longer and more varied experience. If he assumes an attitude of omniscience, answering all questions in a manner that bespeaks finality, he will have the effect of inhibiting natural curiosity, of checking initiative, and of developing in the pupils a habit of dependence on authority which is fatal to healthful intellectual development.

2. *Deal in ideas, not in facts.*

Instead of making the course consist of the giving out of a certain stock of information which is to be subsequently returned unchanged by the pupil at examination time, the attempt should be made to treat the facts merely as the articles with which thought deals, and to get at the basic ideas which underlie all life. Try to get the pupil to see that certain principles do run through all things. Get him to try to fit the various facts that he discovers to these principles.

3. *Place a premium on individual attainment and discovery.*

There is little to be gained in uniformity of work and of results in a class—why demand it?

If a student becomes interested in a particular phase of a subject, even though it be somewhat aside from the main line of work followed by the class, let him follow it, and induce him to put his findings into his own ideas.

Make it plain to the class that no credit whatever will be given for the turning in, in notebook or papers, of a mere duplication of the material in the text book or syllabus, but that grading will be based entirely on individual work. This will largely eliminate the temptation to copy and will stimulate work and interest on an individual basis.

4. *Simplify the work.*

Be careful in the use of illustrative material to avoid



Happy is the child encouraged in nature-study and biology!

the use of too many and too varied illustrations. Only so much can be grasped by a student in a given time. The presentation of more will only lead to confusion and will create a sense of being rushed, which will breed worry and inefficiency.

Whatever illustrations are used should be perfectly definite and clear. There should be no possibility of ambiguity of interpretation. The pupil lacks the background necessary for the handling of doubtful material. This kind of material only confuses. Avoid it until such time as the pupil is prepared to use it in the light of information already gained from more comprehensive data.

5. Eliminate the objectionable in dissection.

In work that deals with dissection, great care should be exercised to eliminate the objectionable features which impress so many students unfavorably.

This is one of the most important questions with which the teacher has to deal, and one which calls for perhaps more in the way of skill and diplomacy than any other, yet it involves a problem that is commonly scoffed at or completely ignored.

The elimination of dissection is not advocated, for that is both unnecessary and undesirable. But,—the disagreeableness may be eliminated, partly through gradually leading up to the dissection through the building up of interest by the use of living material, as was suggested in the remarks on the circulatory system, but more through the elimination of the idea of compulsion and the substitution for it of freedom of choice and of action.

MOST of the disagreeableness incident to the handling of animals by many people is due to squeamishness of one kind or another, to a feeling of repulsion toward one sort of animal or another. Such squeamishness, however illogical it may be, is none the less real, and should not be ignored or treated lightly. To the person affected by it, it is an important reality. But squeamishness is very peculiar. It is not of the same nature in all persons, nor is it manifested in like degree toward all animals by any one person. This fact presents the solution of the difficulty.

When the needs of the course demand dissection, carefully organize the approach to it as suggested and provide the class with variety of material to select from for dissection. Let them bring their own material if they choose to work on something other than what is in stock. A

person who will shudder at the touch of a frog will delve with unadulterated interest into the interior of a gopher; one who will turn away from a salamander in disgust will find the anatomy of a lizard of absorbing concern.

Thus by the elimination of the feeling of compulsion, the disagreeable feature of the work will disappear, for rare indeed is the individual who is unable or unwilling to work on something and find it interesting.

Anatomy Can Be Pleasant

Furthermore, by the use of such a method much of the squeamishness of individuals may be overcome and caused to disappear completely; for many students, when they see their neighbors working with great interest on the forms that at first seemed to them so objectionable, begin to manifest an interest in the erstwhile "unbearable creatures" and to realize that all the unpleasant sensations which they experienced, or anticipated, had their foundation in ideas only and were mere fragments of the imagination. Not infrequently, then, before the course is over, such persons are willingly working on the very animals which at the beginning of the course would have nauseated them.

Another advantage is to be gained from this method, namely, the advantage of comparison. When a half dozen forms of animals are being dissected in the same laboratory at the same time, and the students have the opportunity under the freedom from restraint thus experienced of comparing all others with the one on which they are working, their findings take on a significance many times as great as could be gotten were the entire class to dissect a single kind of animal.

The chief objection to the above outlined procedure is that it demands a great deal more of a teacher. It most certainly does! It demands all that a teacher can deliver in the way of ideas, of resourcefulness, of information. It is a far harder task to explain the application of fundamentals by the use of several forms, for it demands of the teacher that he know what he is about, that he be able to explain the how and the why of those fundamentals.

IF only one form were used, it would be a simple matter to ignore many of the troublesome problems that are presented by an abundance of evidence, and the teacher would then lapse into the peaceful habits of inactivity so dear to the indolent by the disagreeable task of floundering through the many blunders perpetrated in examinations by the relatively un-

tutored but very earnest students who have striven—perhaps vainly—to get out of the course the most there was in it and to obtain, in consequence, a mark that will entitle them to the respect of their classmates and admiration and praise of their parents. And is it always the fault of the student if success crown not his efforts, and he fail to accomplish all that was hoped for him?

Yes, it is a difficult task to teach as suggested above, but is this too much to ask of the teacher? If he is paid to render service, should he not deliver the goods? Is not the end a justification of the means?

6. Utilizing interests.

The capitalization of the spectacular, of the curious, of the especially interesting, may be made an important force in the humanizing of biology.

Boys and girls, men and women, delight in the grotesque and the strange, are fascinated by the dramatic. There are dramatic elements on every hand in biology, as in other sciences. All they need is a chronicler. Let us bring forth these "story elements" and use them to the utmost.

It is fully realized that the advocacy of such a procedure will draw forth criticism. There are eminent and learned men and women who scoff at the efforts and achievements even of such men as Slosson, Kellogg, and Bebee, to say nothing of the many lesser prophets of nature who depend on the dramatic and spectacular to accomplish their ends.

But is this criticism just? These men gain an audience when their critics go unheard, and why? Is it because their work fails to measure

up to the high, strict standard set by their critics? Not at all! It is due to something entirely apart from this; something which operates independently of and is effective in spite of any inaccuracies which may be allowed to creep in. The success of such men is due to their recognition of the innate love on the part of man, of the thing that makes a good story, and of their attempt to present the story material of science in an attractive form.

WHAT the average critical man of science needs to realize, particularly if he be a teacher, is that such men have something in their equipment that is immensely worthwhile. And it is up to those who are dissatisfied their works to stop criticizing and to acquire for themselves with this ability to say what they have to say in a delightful way. It is the method that works for success in this instance, not the subject matter. The truth can be written and told just as fascinatingly as a tale marked by inaccuracies or as a product of pure imagination, for in this day when we are acquainted with a small beetle which can bore its way through four inches of lead and can put out of commission the lights of a big city; when we know a fly, the larva of which lives and has its pleasures in a vat of crude oil, the very material that is used to kill most insects, who will be so bold to again say the old saying that truth is stranger than fiction?

The attitude of the teacher should never be that of a scoffer; it should never be that of him who assumes an attitude of scornful scientific superiority over the common people. The real scientist is ever a learner, ever a seeker after truth. He has found the secret of the true scientific spirit which is the humble spirit.

Affiliated Teacher Organizations of Los Angeles

THE new officers of the organization are: John D. Vance of the High School Teachers Association, chairman; Helen M. Lord of the Elementary Teachers Club, vice-chairman; D. E. Brubaker of the Elementary Principals Club, treasurer; Mrs. Peggy Stark of the Kindergarten Club, secretary; Josephine P. Smith of the Elementary Teachers Club, auditor; M. W. Chandler of the High School Principals Association, sergeant-at-arms.

According to our organization set-up, the officers above named comprise the executive committee of the A. T. O., which is in reality our board of directors.—N. H. Hubbard, Director, Public Relations Department.

Let's Make a Book

EVERY year just at this time teachers throughout the country are looking for new ideas of ways to observe Book Week and for helpful material in school book programs.

It was with all this in mind that the Macmillan Company has issued a small book, *Let's Make a Book*, by Harriet Shoen.

This little book on bookmaking has suggestions which are adaptable for use with classes all the way from the early primary grades to high school. The directions have all been tried out in a practical way by the author who is herself a teacher. It is a welcome publication to the thousands of people who take part in this nation-wide Book Festival.

California Teachers Association offers placement service at nominal cost to its members. Members seeking placement service should address Earl G. Gridley, 2163 Center Street, Berkeley; phone THornwall 5600; or Fred L. Thurston, 307 Continental Building, Fourth and Spring Streets, Los Angeles; phone TRinity 1558.

The Social Studies in the High School

A Student-Teacher's Prophecy

DOROTHY ANN CUMMINGS, *Stanford University*

ONE of the outstanding schools in the country to apply the principles of progressive education at the secondary level is Thorstein Veblen High School in Wampusville, Minnesota. Wampusville is a town of about 10,000 people composed of all types of inhabitants. The foreign element, however, is very small, most of the immigrants having assimilated American culture several generations ago.

The population is genuinely interested in the welfare of its young people and is willing to spend as much money as is necessary upon education, provided the education is really yielding returns. There are about 1000 students in the high school, and one finds, as in any fairly good-sized school, great variations in the degrees of ability. The school equipment is modern and up-to-date in every respect.

Physical Equipment of the Social Studies Department

Of especial interest is the work carried on in the social studies department. The principal of Thorstein Veblen High School is, himself, deeply interested in social problems. He has convinced his board of the great importance of these studies in the present emergency in world affairs, and has obtained the necessary funds for their effective pursuit in the school.

The first floor of one wing in the school-building has been given over to this division of learning. The teachers have been allowed to furnish the rooms in keeping with progressive ideas in order to provide the greatest opportunity for self-expression and development of abilities. It is to this wing that the students come to secure a philosophy of life and foster social attitudes enabling them to participate effectively in community and world affairs.

These goals are achieved by the study of sociological, economic, and political problems as these exist today and as they have existed

through the ages among the various peoples of the world. There are special teachers for modern problems in sociology, for modern economic and governmental questions, for a study of vocations, for the history of the Western Hemisphere, including both North and South America, and for the history of Europe and Asia. In the interests of organization and centralized responsibility, one of the teachers assumes the headship of the department.

These teachers are experts in their fields, have the knowledge of their subjects at their finger tips, are well versed in present-day developments, and, above all, have the interests of the pupils at heart. They feel that it is their duty not only to act as an aid to students in helping them to develop their particular interests, but also to stimulate new curiosities in those who seem to lack interests and ideas.

There is a classroom for each subject but these rooms are not bare and forbidding with the uncomfortable desks that characterized the surroundings of students in previous years. Resembling comfortable libraries, the rooms have soft chairs, broad window seats, and wide, attractively draped windows admitting a great deal of light.

In the corners of the rooms are the desks of the teachers who remain there (when not wandering around among the pupils) ever ready to help the students. There are also large and small tables for writing and working purposes, while the walls are hung with pictures bearing on the subjects the pupils are studying. All around the room are bookshelves containing the most interesting volumes written on the subject, including books of fact, biography, travel, fiction, picture atlases, charts, and wall maps.

In connection with each of these rooms are smaller ones containing chairs arranged about a round table so that certain groups who are studying the same problem may exchange ideas. A teacher is there to direct the discussion keep-

ing it from degenerating into valueless chatter. Participation in these discussions is entirely optional with the students, who often bring interested friends and well-informed acquaintances to contribute their share in talking over the problems.

In addition to these rooms is another room serving as a museum and containing articles, some of which the pupils have contributed and some of which have been purchased. By means of these actual objects, the teachers feel that history will become vitalized and be made real through visualization.

This collection is relatively small, but frequent trips are taken to Osceola, a large city forty miles distant, to visit a large museum. There the officials are only too glad to explain the various subjects, while the teacher makes certain that the student realizes their importance in relation to the problem which he is studying.

At the end of the wing is an assembly hall with a well-equipped stage, costume closet, piano, phonograph, radio, and other apparatus for the presentation of history and social problems through dramatics, music, debates, and addresses. When a small group of students has worked up a dramatization or has prepared a debate on some present-day question, it is often offered here before all the students in the social studies department. Thus, the listeners are entertained and the scope of their knowledge enlarged, while the small group is given an opportunity for self-expression.

There are a movie screen and camera with a fairly complete library of historical films and stereoptican slides. The teachers feel that through the use of slides and thrilling moving pictures of certain periods and events in history, such as those of Rasputin, Alexander Hamilton, and Disraeli, the pupils gain an impression of history which will never be forgotten. They are also stimulated to discover to what extent these pictures are authentic and to what extent fictitious or misleading.

Interesting outside speakers who have first-hand information on current problems are very often brought in, while full advantage is taken of the opportunities offered by the radio for hearing important men. The social studies department also has at its command a large school bus which is employed in carrying students to any meetings, lectures, or institutions which furnish first-hand knowledge of current economic and social matters and give the stu-

dents an opportunity to do their thinking in terms of reality.

Methods of Study

Throughout the whole wing an air of freedom and joyous business prevails. The expressions on the faces of the students are not those of anxiety or boredom. They seem to be living to the fullest extent while still increasing their knowledge.

Every student in the high school is required to spend five hours a week in the social studies and is given the opportunity to work as much more as his interest and schedule allow. These hours may be allotted according to the pupil's desires (one, two, or three hours per day) within the limits of the room accommodations. Some sort of schedule, of course, is followed in the interest of the general convenience.

During his high school course, the student is expected to cover the fields of history, economics, sociology, vocations, and government, but he can begin in any subject he desires and develop it in any way he sees fit. If he is interested in sociology but considers history tiresome, it is expected that during his study of sociological problems he will discover and develop interests in history.

The teacher tries in every way to cultivate these interests. The student signs up for a certain subject, American history, for instance, and reports to the American history room. There, if he has no particular curiosities he would like to satisfy, the teacher, after a study of his character and past experience, experimentally assigns him some topic to investigate. And once started he usually finds many interests to follow. The teacher often presents to the students a list of topics which she feels will appeal to them. Several pupils often choose the same subject and group programs are thus carried on.

If he is doing most of his reading in the history room, the pupil is free at any time to go into the sociology or economic rooms to secure books on the problems he is studying or to consult with the teachers of those subjects. Thus, methods of research and investigation are cultivated.

However, the American history teacher is chiefly responsible for this student's progress and from time to time, by means of interviews and written assignments, checks up to see whether or not he is getting the most out of his work. If he isn't, the reasons are probed for and either added or changed stimuli used. If the student is wandering too far afield in his curiosities and failing to cover the more sig-

nificant material in American history, the teacher tries to stimulate interest along these lines, but not at the expense of the pupil's individual propensities.

NO grades are given, thus eliminating one great source of worry. The motives used to stimulate are those of social approbation and intrinsic interest in the subject itself. Another strong motive is found when the studies of the various problems are actually made to touch the life of the student, helping him to develop attitudes toward and a meaning in life that will form a basis of living for him.

The teacher reports the progress of the student, socially and mentally, to the parents by means of letters written in some detail treating of his personal problems as an individual. Instead of grading papers and projects, she either writes her criticisms on the paper and returns it or has a private conference with the student.

Illustrative Activities

Some of the activities actually carried on in Thorstein Veblen High School will illustrate more clearly the actual working of progressive education at the secondary level.

During one visit, I enjoyed very much a dramatization of the life of the American Indian which came as a culmination of a study of this phase of American history. Several of the boys had visited Indian reservations and had become interested not only in the problems which the Indian faces today, but also in his past history. And this led to a study of the relations between the United States and the Indians from earliest times to the present, allowing several phases of American history, including Westward Expansion, to be brought in.

The drama was cleverly worked out and showed clearly the contrasts and similarities in aspects of Indian life, thought, and problems in comparison with our own situations. Not only history but methods of government and sociological problems were studied.

The teacher pointed out in particular one attractive girl who, during the dramatization, played beautifully certain illustrations of authentic Indian music. She had shown no interest whatever for history and detested the hours spent in the history room. One day the teacher discovered that she was musically inclined and had a passion for Indian music. Through this medium, the whole field of history had been opened up to her.

In connection with the library of books, there is a comprehensive musical library (including

phonograph records) relating to historical periods, both in American and European history. In the latter field are found such historical operas as Handel's "Julius Caesar" and Meyerbeer's "Star of the North" depicting the life of Peter the Great and Catherine of Russia.

There are also such folk songs and compositions as the "Austrian National Hymn," first sung in 1799 during the Napoleonic Wars, "La Brabanconne," the Belgian national hymn, which appeared in 1830 during the struggle between Belgium and Holland, "Carmagnole," the French Revolution song of 1792, and the "Wearing of the Green," an anonymous street ballad appearing in 1798, which depicts much better than a dry textbook the anti-English feeling of the Irish.

In American history there are songs for every war, and even the spirit of westward expansion and the glorious days of "forty-nine" are expressed in the songs of the cowboys and California mining camps. Care is taken, however, that the students realize what these songs express and their value in history.

On one occasion, I was rather astounded to find a group of 15-year-old boys gathered around the piano singing lustily "There'll be a Hot Time in the Old Town Tonight." They had been studying the Spanish-American War, and in their readings had discovered that such songs as these had played a very important part in arousing public opinion and bringing on hostilities with Spain. I could not help smiling as I thought of the nervous chills the disciplinary educator would have experienced could he have witnessed such a procedure as the above.

ANOTHER activity of this creative high school was a model economic conference. This method of allowing the children to discuss economic problems has been used for several years but is becoming more and more popular. Each child represented one of the world powers and spoke from the point of view of that nation.

The particular conference was under the auspices of the economics group, but the students had spent many hours in the history room studying the pasts of their particular countries in order to get the point of view of their peoples. The main conference was held in the assembly hall with each student sitting behind the flag of the country which he represented.

Some of the sociology students held a very interesting debate before the assembled social studies students on the fate of the family. Two of the participants had had the experience of

having divorced parents and the problem was a very vital one to them. In studying the situation, they had gone back in history to the beginning of family life and had traced its development down through the ages.

Another interesting discussion was being carried on in one of the small groups (under the direction of the teacher) on the jury system and its adequacy for our present civilization. A mother of one of the girls had recently served on the jury, with the result that the girl and several other students undertook the study. These pupils were doing actual thinking and thus developing their ability to fill more efficiently their places in the community.

Use Challenging Books

By such means as the above, history is made real to the pupils and the events of the past are seen in their relation to problems of the present. Such challenging books as the Rugg Series of Social Science Studies, certain historical fiction and biography such as Gertrude Atherton's "The Conqueror," Lincoln Steffen's "Autobiography" and books of the type written by James Truslow Adams are found to be invaluable to the student in doing his individual research work.

TO sum up the methods and materials used in teaching the social studies in this progressive school, we find the following:

1. Historical fiction and biography.
2. Moving pictures.
3. Stereoptican slides.
4. Museum collections.
5. Dramatization.
6. Radio.
7. Music, including piano and phonograph.
8. Debates.
9. Informal discussions.
10. Model conferences.
11. Reproducing newspapers of certain periods.
12. Correlation of literature with history.
13. Excursions.
14. Addresses by outsiders.

With all these means available in Thorstein Veblen High School, the social studies are made to touch practically every student in the school. No one is entirely without some social interest and if the right one can be found and applied, the subject becomes fascinatingly interesting. In proportion to the interest which the student feels for the subject are the lasting values found.

IF democracy is to succeed, the great masses of people must be lifted from their morass of indifference. Such schools as Thorstein Veblen High School, of which a picture of the social

studies department only has been given, bring the students face to face with the realities of life, stimulate their interests, and cause them to think about and endeavor to solve the perplexing problems of modern life. This is the type of education that the world needs today and will need in the future.

* * *

Sonnet to Mount Shasta

HERBERT A. SESSIONS, *Supervisor of Rural Schools, Hanford, Kings County*

O MASSIVE peak, in lofty grandeur stand,
A wondrous monument to God's great plan,
A noble testimonial to man
Of the omnipotence of Jahveh's hand.
Uprising from a green and glorious land,
Thy snowy peak above the clouds doth rise,
And when the darkness all around us lies
There flashes from thy crest a bright command
To lofty purity and crystal thought.
To reach thy clear and shining crest,
Through canyons deep and over rocks a path
I sought,
Not knowing which way might be best,
But looking up in hope I might be taught,
And fearing lest I fail to meet the test.

* * *

Story of Nations

STORY of Nations, recently published by Henry Holt and Company, is a large volume of 640 pages with many illustrations.

The three co-authors are Californians widely known in educational circles,—Lester B. Rogers, dean, School of Education, University of Southern California; Fay Adams, assistant professor of education, University of Southern California; and Walker Brown, vice-principal, Bancroft Junior High School, Los Angeles.

This highly commendable survey of world history begins with early man and comes down to modern times. The final chapter, "Friendship Among Nations is the Hope of Mankind," is of particular significance and value. The authors show that today the progress of civilization hangs in the balance. They declare that peace and good will must become the new patriotism of mankind.

The authors and publishers have our very hearty congratulations upon the issuance of so progressive and interesting a volume as is this

Character in Education

RALPH V. CUTLIP, *Garvey School, Wilmar, Los Angeles County*

CHARACTER development is generally considered the primary objective of schools of today, is the contention of the writer of this recent publication.* Educational leaders have long emphasized character training as the main objective of education. However, the demands of a mechanized age have tended to sidetrack the main purpose of education. The schools have been utilized more and more for the purpose of acquiring knowledge and skills to meet the demands of the workaday world.

According to the author the current emphasis on character training is due to several factors, among them (1) the increase of crime and moral delinquency; (2) an appreciation of the need of emotional training; (3) the felt need of the integration of the experiences of child life by providing life-like activities in the school; (4) the recognition of the necessity of group co-operation to promote the social-civic welfare of all.

From the time of birth the child finds himself in the midst of an inharmonious melange. The child's total environment is filled with many influences and experiences that are inconsistent. The school group, the home, and the "gang," each with a separate code of ideals, seek the domination of his life. Consequently the child is confused, becomes injudicious and is the victim of a pattern of unsatisfactory ideals and habits of living.

The author states that the teaching of morals and manners, as curriculum abstracts, has failed to accomplish character growth in the individual. One must substitute precept for preaching; advice has greater value in a situation where its need is felt. The thesis is made that character is a way of living, and that character instruction cannot be effective unless it is a part of the total experience of living. Therefore, in order to attain a natural growth in character development the teacher should use the regular curriculum.

While in the past emphasis has been placed on "subject-matter," the present trend is toward "life" experiences, teachers learning to utilize significant life-interests and problems not directly related to the curriculum. However, the curriculum may indicate the basis of organized

units of work to provide adequate experience in character training.

The author suggests that the pupil be taught to dominate and guide his own life. This is possible only if the child has had the opportunity to exercise an intelligent criticism in his school experiences. This objective can be accomplished best by guiding the pupil through a right course of action, providing experiences, of trial and error if necessary, that will insure the pupil the opportunity to learn a plan of living for himself, and acquire the power to extricate the positive values of life from the complexity of his environment.

The book outlines a considerable number of so-called units of work and projects that have been used in character training in several schools throughout the country. Methodology, problems of conduct, and disciplinary practices are subjects which the author discusses quite thoroughly with the observant eye of teacher and psychologist. An organized school set-up is suggested pointing the way to maximum administrative co-operation, insuring the pupil the best educational opportunities possible.

DR. HEATON, with a mind critically attuned to the basic philosophic concepts of education, has sought to present a clarification of the main objectives of character education and has suggested methods of attaining those objectives in keeping with the understood psychological principles of human nature. This book merits the careful study of every teacher, school administrator, and parent.

* * *

National Geographic Bulletins

NATIONAL Geographic Society, of Washington, D. C., announces that publication of its illustrated Geographic News Bulletins for teachers is resumed early in October.

These bulletins are issued weekly, 5 bulletins to the weekly set, for 30 weeks of the school year. They embody pertinent facts for classroom use from the stream of geographic information that pours daily into The Society's headquarters from every part of the world. The bulletins are illustrated from The Society's extensive file of geographic photographs.

Teachers are requested to apply early for the number of these bulletins desired. They are obtainable only by teachers, librarians, and college students. Teachers may order bulletins in quantities for class use, to be sent to one address, but 25 cents must be remitted for each subscription. The bulletins are issued as a service, not for financial profit, by the National Geographic Society as a part of its program to diffuse geographic information.

* Character Emphasis in Education, by Kenneth L. Heaton. University of Chicago Press, 1933.

Reading for the Foreign Child

LAURA NEWMAN, *Teacher, Ramona School, San Bernardino*

THE only way to appreciate the beauty of a child's life, develop his possibilities, and provide enjoyment for both himself and you, is to have an understanding heart and get as close to him as possible. Know him; then you will love him and enjoy working with him, regardless of his nationality.

The normal non-English speaking child can learn to read (and enjoy it) just about as fast as any average child once you have his confidence and he knows the English language. True, his environment and limited experience will mean a limited vocabulary when he enters school, but reading can be made a pleasure and this limited vocabulary greatly increased if 1-B teachers will spend more time printing original individual stories and less time trying to cram a book down him before he is ready for a book. Trying—and then fretting because he can't digest something far more foreign to him than he is to you.

We must teach the child from within, not books from without. He comes to us brimful and bubbling over with ideas, all ready to explode unless we let him tell what he knows. The foreign child is no exception, perhaps a little more timid, but if we 1-B teachers come down to where he is and win his confidence we will get more out of him than we will ever have time to print. This has happened to me.

From the first day on throughout the year each child has experiences to tell. Something that is his or her very own. These personal and original stories we develop during the first hour in the morning. The children draw pictures about themselves, pets, toys, or whatever they choose. A child shows his picture to the class and tells his story. I write the story on the board so the class can read it. The next day I have this story printed on a chart with the picture for review and we take other new stories.

At first I get only one or two stories each morning. However, when the rest of the class see a child's story—his picture, his words and his name in print, they "perk up" and before long I am getting eight or ten new stories each day. Quite often I have had a child come to me with a picture and say, "I have another story," when I was least expecting it.

EVEN the foreign child's experiences are often richer than you or I realize. It is his English vocabulary that is limited and not his ability to enjoy and appreciate life and the simple things about him. He has plenty to tell about his pets, family, errands, games, etc., and will tell it if he is given half a chance. Of course there will be a Group Three—the slow, timid and immature who will need teacher and class support at first.

I usually ask them to draw a picture showing me what they like to do and tell me about it in class (not before the entire room). This was all I could get from my Group Three in October last year; but they surprised me, and by April seven of them had gone to Group One.

There will be plenty of surprises for any teacher who will use this method instead of the "House Activity" over and over every year. I can't believe that all children are really interested in building a house any more than I could believe they will all grow up to be carpenters. A variety is the spice of life—and individual stories will reach each and every child regardless of what his interest may be because his stories are his interests.

The second period each day is for group reading. We read the printed stories. Each child reads his own or any other story he likes. I keep all these stories some place in our room either as charts or in book form and interest in them never dies. Each day some children will read them alone or in groups. At the close of school they take them home. Last year when our supervisor asked for some of the stories it was hard for the children to give them up. One little boy said she could use his two years if she would then send it back to him.

We have about two or three months of this type of work and how surprisingly fast our vocabulary increases! During the next two or three months we work on group stories about "What Our Fathers Do," "Our Mother's Work," stories about trips, parties, the circus, special events in our city, etc. During this period we must, of course, take up the state text in addition to our individual stories. We also read easy primers for fast reading.

I let the children continue doing this work during the second semester. They have learned to write and write their own stories in book

form. They are quite independent about it, too. Sometimes a child asks for a word but before I can write it on the board for him another child will say "You can find it on —'s chart." These children are now ready to read books and will get much more enjoyment out of them than the child who had them before he knew how to hold one much less read one.

I HOPE to see the day when a Printing Press will take the place of Books in 1-B. I have mentioned it to both teachers and principals. Teachers usually say "I prefer books." My principal said, "Well and good, but would all 1-B teachers do that much printing?" and "What about transfers?" As for transfers they constitute a very small percentage of our class. Besides, a child's vocabulary is a child's vocabulary and if all teachers were printing children's stories they would be told differently but practically the same words used. Not only that, but the stories continue to be new experiences so why couldn't a "Transfer" enter into the group work if part of it concerns him and includes his activities? There will be stories for review where he will no doubt stumble over a few words but I know how quickly a child learns to recognize new words in stories about his classmates.

As to whether a teacher would do that much extra work remains to be seen; 1-B teachers are born, not made by colleges, professors, and books. Supervisors can help them, guide them, or lead them, and sometimes make them a shining example for a time, but without this support they fail unless they have an imaginative and creative mind and want to work with an understanding heart. A heart full of love for every child they see—the love a child feels and others see—even though you say nothing.

Before my work here in Ramona—which is one of California's largest Mexican schools—I had taught in French and German districts where the native language was used in the homes and I have often wondered how much progress our English children would make under this same language handicap. I wonder!

* * *

A recent study of 81 cities from 50,000 up, reported in the American Teacher, shows average salaries as follows:

Elementary	\$1,168 to \$2,393
Junior High	1,403 to 2,655
Senior High	1,549 to 2,973

The average cut from these salaries was 16 per cent.

California Teachers Association Board of Directors

Willard E. Givens, President

City Superintendent of Schools
1025 Second Avenue, Oakland

John A. Sexson, Vice-President

City Superintendent of Schools
820 East Walnut Street, Pasadena

Robert L. Bird

County Superintendent of Schools
P. O. Box 730, San Luis Obispo

E. I. Cook

Sacramento Junior College

William P. Dunlevy

Teacher, San Diego High School

Clarence W. Edwards

County Superintendent of Schools
253 Holland Building, Fresno

Roy Good

District Superintendent of Schools
Fort Bragg

S. Edna Maguire

Principal-Teacher
Tamalpais-Park School, Mill Valley

Mrs. Kathleen H. Stevens

Teacher, Second Street School
1942 East Second Street, Los Angeles

Section Officers

Southern: Jennie Young Freeman, President
Teacher, Glendale High School

F. L. Thurston, Secretary

307 Continental Building
408 S. Spring Street, Los Angeles

Bay: Genevieve Nicholson, President

Teacher, Haight School, Alameda

Earl G. Gridley, Secretary

Room 1, 2163 Center Street, Berkeley

Central: Walter A. Knapp, President

Rural General Supervisor, Merced

Louis P. Linn, Secretary

Principal, Washington Union High School
Route 6, Box 100, Fresno

Central Coast: Edna S. Young, President

County Superintendent of Schools, Santa Cruz

T. S. MacQuiddy, Secretary

District Superintendent of Schools
High School, Watsonville

North Coast: Roscoe V. Lawson, President

Principal, Fort Bragg Junior High School

Miss Shirley A. Perry, Secretary

Teacher, Union High School, Ukiah

Northern: Fordyce Stewart, President

State Teachers College, Chico

Mrs. Portia F. Moss, Secretary

County Superintendent of Schools, Auburn

Southern California Principalship Changes

Report from C. T. A. Southern Section Office on recent changes in building principalships

Los Angeles City

Elementary Schools

Amelia Street, Mrs. Mabel Sarah Brown Cole-
rick; Ascot Avenue, Fred William Orth; Avalon
Boulevard, Mrs. Nell B. Maloy Haas; Avenue
Twenty-one, Mrs. Marie Hoyer Thornquist; Belve-
dere, Mrs. Leo May Gamble.

Chevy Chase Drive, Mrs. Mildred S. Langston
Hayes; Clifford Street, Hazel Ida Carroll; Cor-
onel, Matilda Agnes Bardenstein; Dacotah Street,
Harold Walmsley; Dickens Street, Raymond Earl
Swalm.

Eagle Rock, Louis A. Trempe; Encino, Ruth
Vivian Angelo; Eton Avenue, Marion Amidon
Hagenburger; Eugene Street, Ruby Caroline
Feazell; Fern Avenue, Mrs. Oda Beardsley Vans;
Florence Avenue, James Franklin Johnston;
Ford Boulevard, Mrs. Maude Bowers Thorne.

Gardena, Mrs. Louis R. V. Winters; Grant,
Mrs. Grace Edith Krebs; Hansen Heights, Doty
Tipton; Harbor City, Jennie Rose; Hazeltine
Avenue, Mrs. Kathleen Hines Stevens; La Bal-
lona, Mrs. Rose L. Vergez Thompson.

Marengo Heights, Heber A. Grindley; Marvin
Avenue, Delsy Dyche Conwell; Melrose Avenue,
C. W. Preston; Menlo Avenue, Elizabeth Evan-
geline Hymer; Meridian Street, Clifford S. Mc-
Knight; Mount Washington, Mrs. Frances Gill-
ham Grinnell.

Nevin Avenue, Paul Francis Shafer; Norwood
Street, Mary Lothrop; 184th Street, Edith Jose-
phine Hanson; 111th Street, Merle Raymond Hel-
bach; Playa del Rey, Mrs. Alice Ethel Fulwider;
Point Fermin, John Mills Richardson.

Remsen Street, Mrs. Marion G. Fisk Whedon;
Riggin Avenue, Guy Holliday; Rowan Avenue,
Mrs. Alice Baltzell Tibbets; San Pedro Street,
Mrs. Mildred E. Mogle Riggins; Second Street,
Mozart Ernest Peterson; Serrania Avenue, Vic-
tor L. Martins; Sixty-sixth Street, Grace Bellange
Colestock; Solano Avenue, Bernhard Justus
Strand.

Terminal, Mrs. Earnestine White Mannatt;
The Palms, Carl Dane Thomas; Thirty-second
Street, Mrs. Sophia M. Lounsbury; Thirty-sev-
enth Street, Mrs. Georgie K. Miller Huntoon;
Topeka Drive, Loie Edith Hunt.

Valley View, Louis Edward Hoffman; Vine-
dale, Wesley Oliver Smith; Walteria, Dorothy
Louise Smith; Winnetka Avenue, Mrs. Ethel
Barkeley Newman; Zelzah, Mrs. Isabelle W.
Carlson Morrison.

Junior High Schools

Foshay, James A., Mrs. Helen Watson Pierce;
Lafayette, Earl Edmund Hitchcock.

Senior High Schools

Banning, Phineas, Earl Edwin Rosenberry;
Franklin, Benjamin, Robert James Teall; Gar-
field, James A., Herbert Sidney Wood; Jefferson,
Thomas, Clarence Anson Dickison; Van Nuys,
Donna Hawthorne Hubbard; Wiggins, Frank,
Trade, Benjamin W. Johnson.

Schools for Adults

Citizenship, Flora D. Smith.

Junior College

L. A. Junior College, Rosco Chandler Ingalls.

Evening High Schools

Gardena, Ora Francis Glass; Metropolitan,
Cecil Clarence Wrisley.

Alhambra

Alhambra City High School, Harold M. Werre;
Alhambra Evening High School, Lawrence B.
White; Fremont School, Mrs. Virginia R. Pitkin.

Burbank

Burbank Senior High School, E. Rayment
Root; John Burroughs, Junior High School, Vir-
gil R. Kindy; Abraham Lincoln School, A. Gerald
Ogborn; George Washington School, Fred L.
Trott; Burbank Evening High School, G. G.
Trout.

Compton

Betsy Ross School, Mrs. Ardella B. Tibby;
Frances Willard School, Mrs. Jennie E. Allen.

Inglewood

Daniel Freeman, Mrs. Annabelle N. Frey;
Highland, Mrs. Chloe P. Huckaby; Oak Street,
Mrs. Bertha Finley.

Long Beach

Thomas A. Edison Junior High and Element-
ary, Dr. Emil Lange; Lindbergh Junior High,
William Alfred Goggin; James Russell Lowell,
Mrs. Vivian Klene Davis; Naples, Julia C. Mor-
gan.

Montebello

Bell Gardens, Stephen Elliott; Greenwood,
Edna May Hildebrand; Vail, Alan H. Payne.

Pasadena

John C. Fremont, Lee Roy Hall.

South Pasadena

El Centro, Loma G. Cavanaugh.

Whittier

Longfellow, Bess Harriet Cook; William Penn,
Elizabeth LeChien.

San Bernardino

Meadowbrook, Mrs. La Vera Rezendes; San
Bernardino Evening High, M. Alex Rogers.

San Diego

Fremont, Robert C. Jackson; Hamilton, Wil-
liam C. Hawks; Andrew Jackson, Terence B.
Geddis; Rest Haven, Terence B. Geddis.

Santa Ana

Hoover, Isabel Lindsay; Spurgeon, Walter
Egger.

Adventure furnishes the spice

CECILE B. HALL, *State Teachers College, San Jose*

ADVENTURE may not be the food of life, but it certainly furnishes the spice. It is one of those gripping wants that all experience, and as such supplies an excellent learning incentive. Social studies, literature, language, or recreative reading presented with adventure-technique as a motive offers a challenge that is irresistible.

Children want to travel, to hunt, to conquer, to lead, to collect that they may get off the known and beaten path on to an open road which offers fresh adventure, and leads to

"... the joy that is never won,

But follows and follows the journeying sun."

When the children of the intermediate and upper grades of the Summer Demonstration School chose "Adventure, Yesterday, Today and Tomorrow" as a unit of work for the six weeks, it was with the same zest that one starts out to hunt for a hidden treasure or to explore an unknown region.

Learning about the countries of the world, and how the people live, work, and play takes on a new aspect if one takes an imaginary trip into these lands. If each day one goes on a voyage of discovery with the compelling motive, "What new adventure shall I have today?" the humdrum of learning facts vanishes.

Through travel stories, commercial travel booklets and posters, the Fourth Grade children took a trip. Aided by rich imaginations, this vicarious traveling took on much of the enjoyment of a real journey. The making of a moving-picture-reel depicting the most outstanding scenes in each country added to the interest of the imaginary travelers.

No less interesting were the adventures of another group. Finding the legendary pot of gold at the foot of the rainbow has always had a hold on the imagination, but when one follows the broad rainbow hues across the country and finds real gold, the chase takes on added interest.

These rainbow hues represented seven great industries of the United States, and the pot of gold was the wealth resulting from oil, fur, cotton, minerals, wheat, lumbering, and manufacturing. On a map of the United States bright rainbow colors represented the development of these different industries as they expanded from east to west.

Adventures in Old World background for the Sixth Grade group lead to the drawing of com-

parisons between Old World adventures and those of later times. Adventures of the early Romans in building aqueducts were compared with recent methods of making water available for drinking and irrigation purposes.

Similarities were found between the adventures of King Alfred and those of Washington, between Robin Hood and Junipero Serra, between the age of knighthood and today's girl and boy scout organizations, and between Roger Bacon, the scientist, and Einstein. As a method of presentation, a frieze was made depicting important points in the comparison.

Adventure, today and tomorrow, was of particular interest to boys and girls of the upper grades. This took them with scientists into the stratosphere, with engineers and workers making new adventures in bridge building, with Dr. William Beebe descending into the ocean depths in his "bathysphere," with aviators blazing new paths for aviation, and with Father Hubbard in his Alaskan explorations. An important outcome of this study was the realization that the world of today and tomorrow offers abundant opportunities for adventure.

A unit in adventure would not be complete without the enjoyment that comes from the enthralling adventures found in books. A taste for adventuring with others, even though romance rides along, is not one of those desirable habits that "just come"; it must be cultivated as carefully as the soil which produces the choicest of flowers.

Be Free With Robin Hood

Children need to be guided to see the possibilities of enriching their lives through the experiences of others—the experience of guiding destinies with Peter Pan, of finding the silver six-pence that leads to a trip across the Atlantic with Tom Garrity in *The New Moon*, of living the big, free life, released from all trivialities, with Robin Hood, or of ferreting out crime among the scum of toy town with Ernest, in *Ernest the Policeman*. At the end of the six weeks each child had enlarged his experiences with at least one adventure story. These stories ranged from Scott's *Ivanhoe* to Seabrook's *Gao of the Ivory Coast*.

While the children found interesting adventure in romance, in biography, in travel. in

history, and in current events, the most important aspect was after all personal: the longing for adventure in their own lives.

Through conversation and through relating experiences during the language hour, special emphasis was placed on the element of adventure in the commonplace, in a new friend, in a game, in the planting of seeds, in the opening of a flower, or in short—to see, to feel, and to hear things newly.

It also developed that adventure has strange qualities, and often while looking high and low for the unusual, we let opportunities for adventure go by. Most of us deal with the commonplace, and the secret of happiness is to find beauty and adventure in every day life.

Perhaps one of the greatest privileges of a teacher is to guide children in seeing the possibilities for adventure in each new day.

* * *

American Schools

EARL THOMPSON, *District Superintendent
Claremont Public Schools*

THE American School System by Dr. Aubrey A. Douglass is a new educational book of 1934 of much merit, published by Farrar & Rinehart. One cannot pretend to review, in a short article, this work which is really a survey of the "Principles and Practices of Education." It deals in comprehensive manner with the growth and development of education from the kindergarten through college in the United States.

I do not know of any other book of this character which so completely surveys the entire educational system. The principal emphasis is upon the American public school system. The meritorious features as well as weaknesses of the educational programs and practices are clearly and directly treated.

Chapter I presents in brief, concise language "Our National School System." "The Cost of the Schools" and "The Methods of Distributing School Funds" are taken up in Chapter II. Tables and graphs present pertinent data in such fashion as to make the conditions understandable to the average person. "The Purpose of the Educational Program" is the title of Chapter III. This traces the shift from the early religious purpose in education to the citizenship purpose of the present.

The question is raised, "Have the schools successfully trained for citizenship?" The short discussion which answers this question leaves no doubt that education has failed to achieve satisfactory results in citizenship.

Education Is Adjustment

After stressing the need of a philosophy of education the author suggests "Education as an Adjustment." He elaborates as follows: "Education is the totality of experience, acquired through formal instruction or through informal social agencies, which enables the individual to adjust himself more readily and easily to those environmental elements which affect his happiness, efficiency and capacity for social service."

The desirability of including under a new unit of organization nursery schools, kindergarten, first and second grades, is suggested in order to give more flexibility in promotions and to reduce repetition of grades, especially the first. Emphatic recommendation is made to parents that they become familiar with the purposes and curriculum of the elementary schools at least since practically all the population complete the elementary schools.

The author states the consensus of opinion now accepts the Seventh and Eighth Grades as a part of the secondary school. It is further noted that for high school enrollments under 500 there is growing favor for the six-year junior-senior high school type of organization.

The secondary school is criticized for being too conservative in meeting student needs. The academic urge has retarded desirable curriculum modifications. "Is the secondary school successful in training its pupils to make satisfactory progress toward such goals as effective citizenship, efficiency and vocational pursuits, and formation of habits of healthful living?" . . . "Is their taste for finer things in life improved, is their leisure time spent profitably, and do individuals approach more closely an ideal of morality as a result of the time spent in school?" While data are lacking to measure accurately the results of the school in the above respects, the author ventures the belief there is great opportunity for improvement.

The urgent need for better articulation of the various administrative school units is stressed. From the teacher's standpoint "The Principles of Method" and "Measuring the Results of Instruction" are the titles of very interesting and instructive chapters.

In all there are 19 chapters comprising 482 pages. One need not suffer eye strain in reading this material because the type is reasonably large and heavy. There are several graphs which are, in many cases, unique and in all instances helpful in making obvious, the material presented.

The general reader would undoubtedly enjoy the entire book. To those interested in education it furnishes a refreshing review of American education past and present with new suggestions for improvement.

Echoes of California History

MRS. HELEN MAE AVERY, *Selma*

A VERY successful project was carried out in my Fourth Grade room last term. It centered around the history and geography of California.

We used "Our California Home" and "Visual California" as basic texts, with as many supplementary books as we could get. "In Old California" by Edith Fox was of great help to us and especially appealed to the children. There are several good plays in it which the pupils enjoyed giving.

Outside reading was done by some of the pupils and special reports given by them to the class. For example, when we were studying about the deserts of California, one child told about the plants found in arid regions, one about the animals of the desert, another about the beauty of the desert, and so on.

After having heard these reports, some boy suggested that we make a desert scene on our sand-table. Desert plants were brought to school and planted in the sand where they grew well. Wheat was planted in a spot selected for an oasis and some green plants that root readily were added for trees. This spot was watered often and so was soon a real oasis in a desert. The addition of some rocks and clay animals made it complete.

Attractive booklets were made in which the pupils wrote the stories of the important events of the history of California and illustrated each story.

We learned to make the map of our state by scale and included it in our booklets. One lad drew a wall map on a large piece of paper. Small pictures were drawn or cut from magazines and pasted on this to show the products and industries of California.

The children were constantly on the lookout for pictures of things relating to our state and collected a great many. These were mounted on large pieces of tag board.

Many of our art lessons were problems that linked up with our project. Missions were cut from yellow paper and pasted onto blue backgrounds, large

Indian heads were drawn and colored with crayolas, Indian baskets were cut from a folded piece of paper and designed, covered wagons made a very interesting lesson, means of transportation was worked out as posters made on pieces of butcher's paper torn around the edges. Lettering with India ink made them quite showy.

For activity work we made a mission from several card board boxes, using corrugated paper for the tiled roof. We applied soft clay to the building with a brush giving it the appearance of adobe and colored the roof with red calcimine. A fine covered wagon was made by a handy boy from a chalk box and a piece of wood for the oxen. Many of the boys made two-wheeled ox-carts, others cut out horses and sheep from wood to place near the mission.

Indian costumes were designed and made of burlap sacks. These were used in a dramatization at the end of the term. Pirate swords and hats were made by some of the pupils and stick horses for the cowboys. A large Spanish flag was made of unbleached muslin, the coloring being done with crayolas.

Towards the end of the term the making of a frieze created a great deal of interest. Upon a side wall we hung a large piece of wrapping paper. At the bottom of the paper a few children printed with a printing press, "Echoes of California History." Upon this paper were drawn pictures of historical events in the order of their occurrence. The children who were



"Missions were cut from yellow paper"

especially good at drawing animals drew the oxen and horses for us, the ones who liked to draw people did that, a boy who is clever at drawing boats drew a fine sailing vessel and so each child did the part he felt he could do best.

Those who were not especially "gifted" colored the sky and the foreground for us. With a few suggestions as to how to make the picture hang together better by the addition of long rays from a setting sun and a darker foreground the children had a piece of work of which they were very proud.

Another very pleasing and instructive activity made use of some paper trays which had been brought to school. On the upper part of each tray was painted a large simple picture illustrating some historical event or some fact that should be remembered. Below the picture was printed the fact. For example, one girl drew the dome of the State Capitol building. Underneath the picture she printed, "Sacramento is the Capital of California."

These pictures were especially good for our exhibit, which the school held towards the end of the term, as they were instructive to the visitors.

DURING Exhibit Week we presented a pageant which we called "Echoes of California History." This afforded a good review of our year's work. We included a number of songs and poems which we had learned during the term also plays from "In Old California" and a play from Sierra Educational News, "Our State of California." Preceding each episode one of the good readers read verses which we had composed.

The pageant was an incentive for much activity work such as writing invitations, designing covers for the programs, painting the scene for the back of the stage, etc.

Following is the program:

Echoes of California History

An Original Pageant: 4A Class

1. The First Californians—Recitation, "Indian Children."
2. Coming of Cabrillo—A Dramatization.
3. Father Serra—Missions Song—"Beautiful Bells."
4. Spanish Life—Senoritas.
5. Pirates Bold—Song.
6. Trappers.
7. Immigrants—An Immigrant Girl's Story.
8. Discovery of Gold—A Play.
9. Cowboys—Song, "Home on the Range."
10. Pony Express—Story of Buffalo Bill.
11. Pioneer School—A Dramatization.
12. Our State of California—A Play. The characters: Mount Whitney, A Cactus. Song—California.

Problems of Parents

NATIONAL Congress of Parents and Teachers inaugurates over National Broadcasting Company networks this fall a weekly series of half-hour programs, 2 p. m., P. S. T., presenting educational leaders in discussions of problems confronting the parents of today.

"Owing to changing social and economic conditions and the lengthening period of dependence of our young people," said Dr. Ada Hart Arlitt, chairman of parent education of the National Congress, "the parents of our country are turning to authorities for light upon their many vexing problems. Recognizing both the need and the demand for such information, the National Congress of Parents and Teachers has planned this series of radio programs which it hopes will serve a large audience of parents throughout America."

Speakers on the Thursday programs and subjects they will discuss follow:

November 1—Recent Curriculum Tendencies—Dr. Charles H. Judd, chairman of department of education, University of Chicago.

November 8—Do Parents Want Good Schools?—Henry Lester Smith, president of the National Education Association.

November 15—Children at Work—Grace Abbott, University of Chicago.

November 22—Continuation of Education into Adult Life—Dr. William F. Russell, dean of Teachers College, Columbia University.

November 29—The Home, the School and the Church as Character Forming Agencies—Dr. Albert W. Palmer, president of Chicago Theological Seminary.

December 6—How Parents Can Co-operate with the Schools—Wilbur L. Beauchamp, assistant professor of education, University of Chicago.

December 13—What the Modern Parent Expects of School—Dr. Ruth Andrus, head of the division of child development, University of the State of New York.

December 20—To be announced.

December 27—The Open Forum as a Means of Civic Enlightenment—Lyman Bryson of Teachers College, Columbia University.

* * *

A High School Handbook

COVINA Union High School Handbook is a highly praiseworthy, illustrated manual prepared under direction of Ben S. Millikan, principal. It is to be hoped that the day may soon come in which all California high schools shall publish informative manuals of this type.

A Christmas Program

By a 4B Mexican Group

MARY M. COONY, Teacher
Ramona School, San Bernardino

WE are the boys and girls of room nine, Ramona School. We have a radio station ROA, "The Friendly Voice of Ramona School." Over this radio we broadcast our Christmas play. We broadcast it one day especially for the sick children in the hospitals of San Bernardino.

Our play was called "Benjamin's Christmas Gift." We made it up ourselves. Mrs. Coony wrote the parts out on the board. We spelled the words for her. We worked on it for seven days. We gave it for some of the children at Ramona.

Jesus Romero, our club president, welcomed the visitors. He introduced them, too. Henry Gomez, our program chairman, announced the special numbers between scenes. Our chorus sang two-part music.

Benjamin's Christmas Gift

Characters

St. Joseph—Jesus Romero.
Blessed Virgin—Crescencia Gutierrez.
Rachel—Consuelo Gamboa.
Miriam—Juana Torres.
Benjamin, the blind father—Henry Gomez.
His wife, Martha—Consuelo Aldama.
Wise Men—Eliovar Estrella, Frank Lieras and Santiago Casillas.
Shepherds—Cruz Nevarez, Leonisio Serna, Manuel Vasquez, Esequiel Martinez, Manuel Galvan, Miguel Gutierrez and Robinson Lopez.
Shepherd Boy—Amador Delgado.
Angels—Lina Gasca, Marie Aldama and Connie Vasquez.
Chorus—All of the girls not in the play.

Program

Recitation, "A Christmas Carol," by Katharine and Helen.

Song, "O, Little Town of Bethlehem," by Chorus.

Scene I

Living room in Benjamin's home in Bethlehem. The family are seated around the fire. Rachel goes to the window and looks out. It is a beautiful night. Father, I wish you could see. There is a bright star shining over Bethlehem. Benjamin—I am sorry that I cannot see. Miriam—I wish, too, father, that you could see this beautiful night. Martha comes in and stirs up the fire. It is time to go to bed. The night is getting colder. Miriam, lead your father to his room. There is a knock.

Martha—Rachel, go to the door.

Rachel—Good evening. Will you come in?

St. Joseph—Have you a room where we can spend the night? There is no room in the inn. My wife is very tired for we have come a long way.

Rachel—Oh! father, please let them stay.

Benjamin—I am very sorry, sir, but we have no room. Could I give you something to eat or drink?

St. Joseph—Thank you, sir. We have food but we must find a shelter for the night. Good-night.

All leave room except Rachel—I cannot forget the smile of the beautiful lady. I do hope they are warm and safe this cold night.

Angel comes in—You are a little girl with a kind heart, and the Blessed Mother has not forgotten you. Come in the early morning to the cave outside the city. There you will see the Baby Jesus who is born this night.

Recitation—"The Shepherds Had an Angel," by Lucy and Santiago.

Chorus—"Winds Through the Olive Trees."

Scene II

In the fields. Shepherds around the fire, preparing for the night.

Shepherds take their places about fire.

First Shepherd—It is very cold tonight.

Second Shepherd—It is very quiet at this midnight hour.

Shepherd Boy—Father, my little lamb is very cold. I shall wrap him in my coat, and we shall sleep by the fire.

First Shepherd—I hear music.

Chorus 'in distance—"Silent Night."

Angels approach singing.

Shepherd Boy—I am afraid. Let us run away from here.

Angel—Be not afraid. We bring you tidings of great joy for unto you this night is born a Saviour, Who is Christ the Lord.

Second Shepherd—Where shall we find this king?

Angel—You will find the Babe at Bethlehem in a stable. He lies on straw in a manger. Leave your sheep and go to adore Him. Follow yonder star which shines above the stable.

Chorus—"Ah! 'Tis the Star."

Scene III

In the stable. The Baby in the manger, Holy Mother and St. Joseph near.

Shepherds adore the Baby. Shepherd Boy brings lamb and lays it beside the manger—Baby Jesus, here is your first Christmas gift.

Recitation—"What Can I Give Him," by Bonifacio.

Recitation—"A Christmas Hymn," by Carmen and Nellie.

Chorus—"Come All Ye Faithful."

Enter Wise Men bearing gifts. Recitation—"We Three Kings of Orient Are." All adore Baby. Rachel comes in—I am glad to see you, Baby Jesus, Your tiny feet are bare and cold. Dear mother, let me wrap his feet in my shawl?

Blessed Virgin—You may, dear.

Chorus repeats—"O, Come All Ye Faithful."

Blessed Virgin—It is time to go. Take your shawl, dear, and wrap it about your father's eyes. The Babe of Bethlehem would send a gift to him.

Chorus repeats—"O, Come All Ye Faithful. All depart.

Scene IV

Living room in Benjamin's home. Benjamin seated by fire.

Rachel runs to her father—Dear father, I have great news for you. The strangers who asked for shelter were St. Joseph and the Blessed Virgin Mary. Last night the Baby Jesus was born in a cave outside our city and I have been to visit Him this morning. I wrapped His tiny feet in my shawl. The beautiful mother told me to wrap my shawl about your eyes.

Benjamin—I can see! I can see! Thanks be to the Christmas Babe. How beautiful the light! I can still see the Christmas star.

Chorus repeats softly—"Ah, 'Tis the Star!"

Martha—Breakfast is ready. Come while everything is hot.

Benjamin—Wife, I can see. The Baby Jesus, who was born last night, has given me my sight. Let us go and thank Him.

Martha—Yes, husband, let us go to the Holy Child. He has sent a gift to all of us.

Chorus—"O, Come All Ye Faithful."

Poem—By Romelia:

AS shepherds watched their flocks by night,
An angel brighter than the sun,
Appeared in air,
And gently said,
"Fear not,—be not afraid,
Behold! behold!
Beneath your eyes,
Earth has become a paradise."

Hobby Book Trails

HOBBYHORSE book shows for boys and girls are a feature of the 1934 Book Week program in many schools, public libraries and bookshops. The dates of this 16th observance are November 11 to 17.

There has been much discussion recently of hobbies for grown-ups, to fill up new leisure hours, but less attention has been given to children's hobbies. The great variety of special interests followed by the younger generation of hobby riders will be shown in the Book Week displays, along with the informational books which are indispensable aids in pursuing a favorite hobby in all its ramifications. Books of science, history, travel and fiction also will be shown,—tales of the sea and the fascinating by-ways of the history of navigation flanking books on ship model building, for instance, with examples of student craftsmanship in this field.

Suggestions for organizing the hobbyhorse shows are given in a new leaflet available from the National Association of Book Publishers

office, 347 Fifth Avenue, New York; other project suggestions for classroom and library observance of Book Week are included also. The new poster in color, with its challenging slogan, "Ride the Book Trail to Knowledge and Adventure," will be sent with the booklet (enclose a fee of 25 cents to cover costs).

Several interesting booklists which will be of interest in connection with school reading programs throughout the year are:

"The Bookshelf for Boys and Girls," list of books selected by Clara W. Hunt, superintendent of children's work, Brooklyn Public Library, Ruth G. Hopkins, librarian of the Polytechnic Preparatory School, Brooklyn, Franklin K. Mathiews, librarian of Boy Scouts of America, and Evelyn O'Connor, Boys' Life. Order from R. R. Bowker Co., 62 West 45th St., New York. 5 cents.

"Inexpensive Books for Children," titles priced at \$1 or less. Grouped according to ages, 3 to 8, and 9 to 14 years, and under subject headings. Prepared by Child Study Association of America, 221 West 57th St., New York. 10 cents.

"The Choice of a Hobby," a descriptive list of books offering a stimulating guide to hobbies and the wise use of leisure time, by Anne Carroll Moore, superintendent of work with children, New York Public Library. Order from F. E. Compton & Co., Compton Building, 1000 N. Dearborn St., Chicago. 5 cents.

"The Newbery Medal Books, 1922-1933: Their Authors, Illustrators, and Publishers" by Muriel E. Cann. Biographical and descriptive sketches forming an interesting survey of distinguished children's books of the present day. Order from Public Library, Boston, Massachusetts. 25 cents.

"Man's Long Climb," books showing each country's contribution to the growth of knowledge and human achievement. Order from The Bookshop for Boys and Girls, 270 Boylston St., Boston, Massachusetts. 10 cents.

"Books of the Year for Children," a selection made by Child Study Association of America, 221 West 57th St., New York. Order from Association. 10 cents. (Ready Dec. 1, 1934.)

"Books for Home Reading for Senior High Schools," and "Leisure Reading for Junior High Schools." Order from National Council of Teachers of English, 211 West 68th St., Chicago. 20 cents each.

Houghton Mifflin Company

UNDER a new arrangement, the educational department of Houghton Mifflin Company henceforth will serve school patrons in distributing the general publications of the house as well as in connection with educational books.

New school library catalogues including descriptions of the general books most suitable for school libraries have been prepared this year, one for the elementary grades, and one for junior and senior high schools.

The high school catalogue includes pictures of outstanding authors as well as a map of England showing places connected with literary history.

Copies of these catalogues will be sent to school people on request to the offices of Houghton Mifflin Company, 500 Howard Street, San Francisco.

Rural Supervision

CLARENCE E. SPENCER, *Principal*
Roche Avenue School, Porterville, Tulare County

IN the past few years, all phases of education have been scrutinized carefully by the public in a critical way and questioned as to the value and need of each phase. Consequently, the educator has focused attention more closely upon each department of public instruction and has attempted to weigh its values and to justify its continuance.

Rural supervision in California has had its attacks, investigations, criticisms, opponents, and advocates. The general public, if not definitely informed, attempts to judge schools and school practices in terms of schools as they were when that public attended, and in the terms of the amount of money spent in carrying on any modern practice. A portion of this public maintains a conceited attitude toward education because of the fact that it has had the experience of attending school at one time.

This same public is ready to accept the material progress made in industry and science since its school days, but reneges in accepting school advancement unless concrete evidence is revealed. A consideration of the school condition in California is necessary, therefore, to discuss the advisability and profits of rural supervision.

The democratic idea of local school control is acknowledged by the California statute, so the state has over 2500 elementary school districts, each controlled by a local governing board of trustees. Out of the 3993 elementary schools in 1932-33, there were 1528 one-room schools. About one-third of the elementary schools had six or more teachers. This means that in numerous instances, the smallest schools cannot maintain employees who have time, training, and experience to keep pace with the many new developments in education.

Certain opponents to rural supervision maintain that with the present day teacher-training facilities and teacher-training requirements, teachers should not need supervision. Even

if one granted this argument, a survey of the training of California rural teachers in service would show a need of supervision because many teachers now in service could not qualify to enter the classroom at present standards. The argument of opponents of supervision regarding training, strengthens the need for supervision.

Furthermore, surely we have not reached the goal of development in worldly endeavors (observe the present complex social, economic, and moral problems). Education obviously must expand to direct the training of future generations to contribute to our evolving world. New problems are arising continually. Teachers trained today must be inspired and encouraged to continue in growth so as to be able to contribute their share to future progress. New teachers have not had the actual teaching experience necessary for a 100% satisfaction in handling the educational problems of youth and the community; therefore, there is a need for the aid of rural supervisors.

Aims of Supervision

Now let us consider some of the aims of supervision to see if there is any foundation for its existence in the first place.

Supervision strives to provide better learning situations for pupils, and a better accomplishment of the aims of education.

In order to attempt this, the objectives of the plan must be to secure better facilities for education. Primarily, supervision must unite educational efforts so that children have a definite constructive program.

Supervision considers the equipment and environment of pupils, and strives to bring the best knowledge of modern practices to function in rural schools; it advises and encourages teachers to consider and evaluate methods and procedures of instruction; it attempts to inspire teachers to further their study of educational policies; it helps to keep teachers informed of current trends and investigations in regard to pertinent educational problems which are applicable to local complexes; and above all it should afford teachers moral support for their noble work. (Turn to next page)



Good supervision greatly improves the quality of educational service received by the children

Organization of California Rural Supervision

California rural supervision attempts to reach these aims by a state-wide program organized upon a county basis.

In 1921, a law was passed providing that supervision was to be maintained by state aid in conjunction with county support. This 1921 enactment provided that each district unit was to be allowed one extra teachership apportionment for each single unit of 300 pupils in average daily attendance and major fraction thereof.

This bill also provided that the county was to compute for one extra teachership for each 500 of average daily attendance exclusive of the district units of 300 or over. Later the basis for county teachership apportionment was reduced to units of 300 A. D. A.

The law designated that the state would apportion \$700 for each such determined teachership and made it mandatory that the county appropriate an equal amount.

This legislative enactment started our present system of county rural supervision, and delegated the power to the State Board of Education as to who might be qualified to serve in such capacity.

RURAL supervision has been under the direction of the various county superintendents, and its accomplishments have varied in agreement to the ideas of these individuals and to the selection of the personnel of supervision. In general, competent corps have been selected and much good has been accomplished.

In the beginning, many conceptions of individual teachers rights and district control had to be broken down. At first, many teachers, especially those with little or no professional training, considered the call of the supervisor an intrusion into their domain and a direct insult to their ability to instruct and manage their rooms. But as the duties of the supervisor became understood and the teachers saw the possibilities for help, this feeling of interference has subsided.

The relationship between the teacher and the supervisor depends greatly upon the personality and the tact of the supervisor. A supervisor must have a clear conception of progressive educational philosophy, a sympathetic attitude, a good sense of humor, a well-founded knowledge of human nature, poise, and a firm belief in the younger generation, if a supervision program is to contribute what it should. In other words, not every teacher is qualified to be a supervisor, and the job is not easy to fill.

Besides establishing favorable relationship with school employees, the rural supervisor also must be able to establish and maintain favorable contacts with the lay public in the various districts, so that the best educational facilities and environment can be secured.

This last point leads one to consider the relationship of supervision to the present administrative control. The county rural supervisors are appointed by county superintendents, and have to work with teachers who are responsible to a lay district board which is not organically allied with the supervisory unit.

Accomplishments

The accomplishments of rural supervision are hard to measure in real visible values because one must deal with subjective terms. The real worth of supervision is in the accomplishments of youth in response to opportunities made possible by better learning conditions. Nevertheless, there are many phases of the work that can be shown as objectively worthwhile. First, the change in attitude of children in school is noticeable, and while this may not be wholly due to supervision, surely supervision has contributed to it.

Supervision has had an influence in securing better facilities for small schools and has given them access to selected material. Supervision has made possible the skilful use of tests in small schools; supervision has given these schools the advantage of health and psychological services of trained specialists.

Also, supervision has given each teacher an opportunity to profit by other teachers experience by contact with persons who are familiar with neighboring situations.

Rural supervision has maintained a standard for large units of small schools in spite of frequent teacher change in positions. Supervision has given rural pupils contacts with persons trained to provide social experience of a larger nature through physical education and counseling activities.

MANY of these accomplishments of rural supervision have been made possible by the diligent work of the State Department of Education. Surely its help has done much to so rapidly raise the standards of rural supervision in this state.

With good guidance and agitation for progressive reorganization of units of administrative control, the possibilities for constructive work and further accomplishments in rural supervision appear to be great.

Twenty-three Propositions before Voters

CALIFORNIA VOTERS are faced by 23 propositions on the November ballot in addition to the array of candidates. These are inclusive of the \$24,000,000 unemployment relief bond issue which was passed by the Legislature.

Veteran Home Bonds. Fixed at the discretion of the secretary of state, the \$30,000,000 veterans home and farm purchase bond issue is **Number One** on the ballot.

The \$24,000,000 unemployment bond issue is **23**.

The other proposals are:

2. Constitutional amendment permitting the sale and consumption of liquor in hotels and restaurants.

3. Constitutional amendment providing for the election and appointment of judges to the appellate and supreme courts.

4. Constitutional amendment making the attorney general the state's chief law enforcement officer.

5. Constitutional amendment giving trial court judges the right to comment on the failure of the defendant to testify.

6. Constitutional amendment relating to pleadings by defendant before a committing magistrate.

7. Constitutional amendment to regulate civil service.

8. Assembly concurrent resolution on the question of whether the governor shall call a convention to draft a new state constitution.

9. Chiropractic Act initiative.

10. *Constitutional amendment requiring the filing of all state claims with the controller. Vote NO.*

11. Constitutional amendment making the State Board of Education elective. Vote YES. Sponsored by C. T. A.

12. Constitutional amendment fixing interest rates.

13. Constitutional amendment providing for local option in California.

14. Constitutional amendment revising method of electing judges in counties with more than 1,500,000 population.

15. Constitutional amendment providing for the election of superior court judges by districts in counties of more than 1,000,000 population.

16. Constitutional amendment declaring legislature shall provide for establishing a municipal court in any chartered city of more than 40,000 population.

17. Initiative creating the Naturopathic Association to regulate the profession.

18. Constitutional amendment on the control of water resources.

19. Constitutional amendment limiting indebtedness to be contracted by legislature to \$300,000, and setting forty years the limit of retirement period.

20. Constitutional amendment permitting cities to own stock in mutual water companies.

21. Constitutional amendment relating to eminent domain proceedings.

22. Constitutional amendment permitting political subdivisions to join in the exercise of common functions.

* * *

Britannica Junior

ENCYCLOPAEDIA Britannica, Inc., has recently published Britannica Junior which is attracting much attention among school people. The Winnetka mental-age text-test has proven it to be a most comprehensible set for children. It is not an abridgment and none of the material has been taken from the adult work. This set has been prepared by 200 eminent educators and has been created entirely anew from the standpoint of children and young people.

There are 12 volumes with 4,000 pages. The Ready Reference Fact volume offers quick information on 20,000 subjects with references to where further information may be found in the set—an encyclopaedia in itself. The Study-Guide volume is a practical and carefully-edited manual on "how to use" the set.

Britannica Junior has 140 modern maps, many in full-page color. Over 3,000 beautiful and helpful half-tone illustrations, many in color, enrich the series. Numerous original "storybook" stories are especially written to be read aloud to children.

The complete unit includes a black bakelite inlaid bookcase, a hand-mounted 9-inch world globe, and metal book-ends. Teachers will find the Britannica Junior helpful in school work.

* * *

SIR JOHN ADAMS, lecturer on education at University of California at Los Angeles, recently passed away.

This noted schoolman, the only professor of education ever to be knighted by the British government, was 77 years of age. He was internationally known for his lectures, research and writings. For 30 years he was a lecturer in leading American universities. He came to the University of California in 1923 and taught both in Los Angeles and Berkeley.

Two lectureships were established under the name of Sir John Adams Lectureships, one at the University of California at Los Angeles and one at the University of London; an unusual tribute to an educator who was then still living.

Books Received

Introduction to Physical Education, by Jackson R. Sharman, associate professor of physical education, School of Education, University of Michigan; 317 pages; A. B. Barnes and Company.

Medieval and Modern Times. An introduction to the history of Western civilization from the dissolution of the Roman Empire to the present time, by James Harvey Robinson. This is the second revised edition of a leading text published by Ginn and Company.

Experiments in Reading. Books I, II and III. These are pupils workbooks to accompany Hidden Treasures in Literature. Harcourt Brace and Company are the publishers.

Directed Studies in American History by Kidger is a large workbook published by Ginn and Company to accompany Muzzey's History of the American People.

The Arithmetic of Business by McMakin, Marsh, and Baten, published by Ginn and Company, has been planned to provide the teacher of business arithmetic with a definite instrument of instruction and to furnish students with effective aids to learning.

The Silver Treasury. Prose and verse for every mood. Compiled and edited by Jane Manner. A helpful compendium of over 400 pages. Samuel French, Publisher, 811 West Seventh Street, Los Angeles.

Manual Arts Press of Peoria, Illinois, has brought out two illustrated bulletins: Beginning Woodwork Units by Roberts; and Introductory Metal Problems by Bell and Shaeffer.

The Macmillan Company has brought out Beginnings in the Old World, a history reader by Coulomb, Dowling and Rapp, all of Pennsylvania, and World Backgrounds by Coulomb, a textbook of 550 pages.

My Body and How It Works: a first physiology. By Dorothy Walter Baruch, assistant professor of education, Whittier College, and Oscar Reiss, associate professor of pediatrics, U. S. C. Medical School, Los Angeles. 100 pages, illustrated. Harper and Brothers.

Robert's School, by Stella Yowell. A pre-second reader, 124 pages; illustrated in color. Wheeler Publishing Company.

Gypsy Lad. The story of a champion setter by S. P. Meek; 325 pages, illustrated. William Morrow and Company.

Tabitha of Lonely House. A tale of old Concord by Hillegarde Hawthorne. 265 pages, illustrated. D. Appleton-Century Company.



FOR more than 150 years after the first public schools were established in the United States, girls were not admitted to them.

"RIDE the Book Trail to Knowledge and Adventure" is the slogan for Book Week, November 11-17. Recommended vehicles—THE STORY BOOKS OF FOOD, CLOTHES, HOUSES, and TRANSPORTATION, illustrated in 5 colors by the well-known Petershams (60¢ each).

ON a new Great Circle map, Fairbanks, Alaska, is approximately the geographic center of such world key cities as New York, London, Paris, Rome, Berlin, Moscow, and Tokyo. The present geographic center of attention on the textbook map is HUMAN USE GEOGRAPHY, another new single-cycle series by Dr. J. Russell Smith of Columbia University. Send for full information.

NEWEST of the new Pre-Primers is WAG—a FRIENDLY DOG. The text is by Ethel Maltby Gehres, Primary Specialist; the illustrations are action photographs by Ralph Milton Bair. You can almost hear Wag bark, the cow moo. The "Ah!" you hear is not a reaction from the pictures, but the price—\$10.00 a hundred.

THE average age when American college men receive their Ph.D.'s is 30.2 years.

RING LARDNER once published a list of the five most valuable books—the Bible, THE WINSTON SIMPLIFIED DICTIONARY, etc.—"For those who like mysteries," he continued, "we recommend the time-table of the Atchison, Topeka, and Santa Fe Railroad."

VOS étudiants français prendront grand plaisir en lisant le nouveau SANS FAMILLE, publié sous la direction de Professor Albert L. Cru de Columbia University.

THE only scientific textbook in the world that has remained in use for more than 2,000 years, and the only written work—except the Bible—that has passed through more than 1,000 printed editions is the *Elements* of Euclid. Winston carries on the Euclidean torch in the Strader and Rhoads geometries, often called "the most interesting geometries ever published"; while the Bible is represented in 171 separate editions published by this Company.

The JOHN C. **WINSTON** COMPANY
WINSTON BLDG. PHILADELPHIA PA.
CHICAGO ATLANTA DALLAS SAN FRANCISCO

California's School Financing Plan

Approved by National Experts

THE California State Constitution guarantees a minimum financial support to each Public School District. The constitutional provision was enacted in the general election, 1920, and reaffirmed in special election, June 27, 1933. It is now embodied in Section 6, Article IX, and Section 15, Article XIII. It provides:

**ELEMENTARY
SCHOOLS**
\$30.00 per child

\$30.00 per child

\$60.00 per child

STATE OBLIGATION

COUNTY OBLIGATION

The Riley-Stewart Constitutional Amendment enacted in special election, June 27, 1933, removed the mandatory obligation from the counties and added it to the state.

HIGH SCHOOLS
\$30.00 per youth

\$60.00 per youth

\$90.00 per youth

**ELEMENTARY
SCHOOLS**
Average cost per child—School year 1933-34—\$86. Less than \$10 per month. Amounts to 45c per day.

STATE-WIDE TAX BASE DESIRABLE

Were our Constitutional Guarantees in excess of the minimum cost of economically operated schools, we would not be in a defensible position. Since the state guarantee is millions less than the average minimum cost of our schools, there is no financial wrong committed in maintaining the minimum guarantee. State minimum guarantees should be neither eliminated nor reduced.

HIGH SCHOOLS
Average cost per youth—School year 1933-34—\$147. Less than \$15 per month. Amounts to 75c per day.

LOCAL DISTRICT TAXES

Boards of school trustees of elementary and secondary school districts annually prepare their budgets. The amount in excess of state funds needed to meet the cost of maintaining our schools is derived from district taxes.

**ELEMENTARY
SCHOOLS**
Statutes provide additional support through Local District Taxes—45c per \$100 of assessed valuation maximum rate limit unless higher rate voted by electors.

DISTRIBUTION OF SCHOOL SUPPORT

Present state minimum guaranteed fund pays a little more than half the cost of education in the districts. The rest of the costs fall upon the districts as shown immediately above. Thus the owners of real and personal property now pay through taxes on their property almost half the costs of public schools. The Constitutional Guarantees for state financial support of the schools must be maintained or local taxes on realty must be increased, or the wrecking of your schools will result.

HIGH SCHOOLS
Statutes provide additional support through Local District Taxes—75c per \$100 of assessed valuation maximum rate limit.

—From California Teachers Association Southern Section Committee on Public Relations Bulletin One.

I Hate Mathematics

SAMUEL T. ALEXANDER, *Mathematics Teacher*
Lone Pine Union High School, Inyo County

HAVE you ever heard the statement "I hate mathematics" or its more humble equivalent "I never could do mathematics"? There is no doubt about your answer. Yet we accept the situation as being inevitable, just as though it was some mysterious ritual connected with our modern scientific age.

The world today is losing patience with worn-out methods. This attitude, already reflected in the major part of the curriculum, must sooner or later take effect in the teaching of mathematics. Professor Hullfish makes this point clear when he says, "It is reasonable to expect the school to face the fact that it will not contribute to the reconstruction of the social process until it seriously experiments with the reconstruction of its own procedures." We can certainly afford to do a little experimenting with the procedure of teaching mathematics.

There seems to be an unfortunate division between "exact" mathematics and the social sciences, and yet mathematics was not given to the world along with the Ten Commandments on Mount Sinai, nor was it discovered in the tomb of an Egyptian king. Mathematics is the cumulative contribution of man to mankind, and as it has progressed so has civilization.

If there is one subject that we know belongs in the curriculum it is mathematics and yet we hear "I hate mathematics" or "I never could do mathematics." We must have an integrated program if we expect to close this gap. Integration of the school program cannot be partial or two-fold, it must be complete.

Our civilization is becoming too abstruse to progress or even maintain itself unless education is built upon the foundation of scientific procedure. "What is not so generally recognized," says Dewey, "is that the heart of the problem is whether the experimental method can be made as fundamental in social knowledge and action as it now is in physical. If it cannot, the split between mere drift in human affairs and mastery in material things is bound to widen and possibly to result in the destruction of civilization."

Dewey is not alone in this opinion, and if the schools fail in their purpose of preparing the child for life it will be due at least in part to their unwillingness to re-adjust their own procedure to meet these new demands.

The elementary school should be held responsible for acquainting a child with numbers. If a child cannot read well when he has finished the Eighth Grade we know something was lacking in his preparation. No one will dispute the fact that he must master that technique to go on.

But there is an increasing tendency to find pupils of Ninth Grade standing who are said to have no "aptitude" for numbers. This is a pure fallacy and one that must not be ignored. If a child can become familiar with 26 letters in the alphabet and their grouping into words and thoughts he certainly can become familiar with nine digits and a zero and their grouping into products and sums. If it is necessary to have specialized teachers to accomplish this it would be time and money well spent.

If we assume that a pupil has become sufficiently well-acquainted with the Arabic system of numbers so that he can intelligently group

(Please turn to Page 59)

IN MANY CIRCLES these
New Eldridge Books will be welcome

*See Descriptions
 in Catalog*

**Entertainment
 Novelties**
*for Kindergarten
 and Primary*
 Price 50¢

**Recitation
 Stunts**
*for Little
 Folks*
 Price 50¢

**Everybody's
 Game
 Book**
 Price 75¢

**Commencement
 Week
 Activities**
 Price 50¢

**Scenery
 Simplified**
*(A Build Your Own
 Scenery Book)*
 Cloth Bound \$1.50

**Short
 Stunts**
*for Shower
 Parties*
 Price 40¢

ELDRIDGE ENTERTAINMENT HOUSE Inc.
 FRANKLIN, OHIO and DENVER, COLO. 829-1515 ST.

Leisure Challenges the School

ALMA GAULT, *Teacher, Centinda School, Inglewood*

NO greater problem confronts the future of the American people today than that of their leisure. For many years it has been a thing sought after and coveted, but now that we have it in abundance, we do not know how to use it wisely. Under our present economic situation we cannot hope to have less but may expect more leisure. The question is, what can the schools do to prepare the coming generation for the wise use of its leisure time.

In attempting to solve this problem, one must guard against impractical plans or ideals. We must make ready what we have today for actual use tomorrow. We have pliable boys and girls who are our greatest asset in any venture. If all the agencies contributing to the education of the child could work together for the good of the child, the school would not find its task nearly so stupendous.

There is no doubt that when the little child first enters school he has many of his attitudes, such as co-operation and respect for authority, fairly well fixed. However, his natural curiosity fosters his bent to investigation and activity. By careful insight into each individual child's tendencies, much can be done in early years toward developing desirable attitudes toward work as well as recreation and diverting the undesirable attitudes.

If common work could be exalted to the place that it ought to have, there would be as much joy derived from work as from play. Children must be led to enjoy work and do things for the sheer joy of the task, and not for the sake of reward or fear of a penalty.

These attitudes cannot be developed nearly so successfully under the present school grading systems. Many of the more far-sighted systems are abolishing the old grading systems. The sooner this is done the easier it will be for teachers to develop in children an appreciation of work for work's sake and play for play's sake.

The schools are doing many fine things for the children that carry over into their leisure time. Much more of it would be effective with a little more encouragement from home and with less of the **undesirable competition with the movies, radio, and press.**

The character of the carry-over work in the elementary school is different from that of the

high school. The elementary school can do its best in developing proper attitudes, as well as encouraging the carry-over of a few of the elementary cultural skills, such as, reading, music, art, gardening, care of pets, care of personal belongings, personal hygiene and helpfulness to others.

In the high school the carry-over would be more the organization type of activity, that is, grouping for social benefits with the incidental cultural skills derived therefrom.

A FEASIBLE plan for definitely taking care of the leisure of the youth of any community is the forming of a Guiding Committee, headed by the educators of the community with representatives from different organizations or groups, such as, the home, the church, service clubs, junior organizations, theaters, newspapers, radios, libraries, police, city council, business and any others directly influencing the child's welfare.

The object of this committee would be to map out a definite plan which would augment the work and carry out the purpose of the school in an integrated program.

In order to enter into a program of this type, teachers as well as all other adults need to enlarge upon their fields of service and find one real job outside of their regular routine activity that would aid in guiding the leisure interests of the young, and to do so merely for the joy and satisfaction of service.

The real organization of the program is the work of the Guiding Committee. The committee also acts as a check-up committee in co-ordination with the schools. All adolescents are enrolled outside of school in a certain number of these group activities according to his own interests and choice. If some are found not to be interested in any of them, a personal study of such individuals is made by a suitable person appointed by the committee. Some one is assigned to the job of understanding pal or guardian. These guardians keep and study the behavior check-lists and report progress back to the committee. If the guardian cannot gain the confidence of the child, he is replaced by one who can. Also, if some organization or adult does not see the need of participation and co-

operation, it is the duty of the committee to tactfully enlist the services of such organization or individual.

More Use of Public Property

All publicly-owned plants, as schools, churches, playgrounds, parks and auditoriums could be given a much wider use than heretofore, thus more fully justifying the heavy investment by the public. All units of the organization should be given free use of all such plants in compliance with a systematic schedule.

THIS general plan would be made usable in any community by working out problems in detail which are peculiar to that community. The greatest need is for all agencies that are contacting the youth or contributing directly to their growth and development to work together harmoniously and altruistically for the good of all of the children.

Why the Campaign Against Our Schools?

COPIES of "Why the Campaign Against Our Schools" may be obtained from Maud Clark Glasson, Secretary, School Committee of 1934,—95 Grant Building, San Jose.

Prices are as follows: 10 copies, \$1.00 (postage included); 25 copies, \$2.00; 50 copies, \$3.00; 100 copies, \$5.00; 200 copies, \$6.50; 300 copies, \$7.50 (plus expressage); 400 copies, \$8.25; 500 copies, \$9.00; 1000 copies, \$15.00.

• • •

JOHAN C. WINSTON COMPANY, 149 New Montgomery Street, San Francisco, announces that R. M. Fjeldstad and A. Merle Matter are now associated with W. Cairns Harper in representing its educational interests in California.

Mr. Harper has represented the Winston Company in the West for nearly 16 years and has made a brilliant record of accomplishment. He is widely known in Pacific Coast and Western States.

What More Than the Three R's?

ROBERT LOCKE COOKE, *Ed. D., Crockett*

WOULD you like to play a mental question-and-answer game with yourself for a moment? In these depression days, loud assertions are being made that our schools could easily save much of the taxpayers money merely by "going back to the fundamentals."

But it is worthwhile to ask the question, What are the fundamentals? The answer might be offered that we live in a modern age which demands scientific knowledge to meet the experiences of everyday life; that the enormous increase of leisure requires a special mental preparation for its wise use; that therefore something more than a mere ability to read, write and cipher is essential.

But assuming you are a parent, let us go at the matter in another way. So to our game:

Make a mental list—or write it down if it is handy—headed, What would I like my child to get from his school? As a suggestion, sample items might be:

Ability to get on with his fellows—fair play

Good health habits

Knowledge of the fundamentals of business usage

Cleverness in the use of his hands

Social ease

Appreciation of good literature. . . .

You get the idea. Then next, after your list is made, make a parallel list. Let it answer this question, What subject or subjects should the school teach in order to develop each of these worthwhile qualities? No suggestions will be offered here, else this present writer might be accused of boosting for the "fads and frills" of education! But if you don't know the answers, give your first list to your child's teacher and ask her to tell you what school courses are today being given to meet these desirable ends.

Now just think your lists over. Count up the items in your second column. Cut out, if you please, every one which you still feel could just as well be omitted. Then ask yourself honestly, Would I be satisfied to send my child to a school which was offering merely the "three R's," or even the skeleton "fundamentals" of a generation or two ago?

CALIFORNIA TEACHERS!

Can You Afford Sinclairism?

**Sinclairism Will Wreck California's Educational System!
Destroy Your Jobs and Your Income!**

DO YOU KNOW

**What Sinclair Thinks of California Universities?
Of Parent-Teacher Associations?
OF YOU?**

In His Book, "The Goose Step," Mr. Sinclair Says:

"They (STANFORD UNIVERSITY) run the annual contests with the University of California working alliance with the railroads, the hotels, the restaurants, and the 'sporting houses,' which, of course, make millions out of the enormous crowds of free-spending people."

In His Books, "The Goose Step," and "The Goslings," Mr. Sinclair Says:

"Berkeley . . . is . . . completely dominated by a medieval fortress on a hill, which I have called the University of the Black Hand. . . . the UNIVERSITY OF CALIFORNIA. . . . immorality is more common than scholarship; conditions have become a scandal throughout the state, and our imperialist President finds himself with a peck of trouble and a Board of quarreling regents. . ."

In His Book, "The Goose Step," Mr. Sinclair Says:

"The college grows big in body and stays small in soul; while THE PROFESSOR is apt to stay small in both body and soul. . . . He leads a narrow life, withdrawn from realities. . . . There is gossip and wire-pulling."

In His Book, "The Goslings," Mr. Sinclair Says:

". . . organizations called PARENT TEACHERS ASSOCIATIONS . . . but this machinery has gone the way of everything else . . . it has been taken over by the Black Hand."

**UPTON SINCLAIR SAYS HE WILL ABOLISH THE SALES TAX
IMMEDIATELY UPON TAKING OFFICE!**

The Schools of California would close at once upon loss of the Sales Tax! Nearly \$50,000,000 yearly—all but 2% of the amount collected from this source—is turned over to the schools! AND SINCLAIR OFFERS NO PLAUSIBLE SUBSTITUTE FOR THIS MEASURE!

**SINCLAIRISM IS A CHALLENGE TO EVERY RIGHT-THINKING,
LAW-ABIDING AMERICAN CITIZEN!**

At the General Election, November 6

VOTE TO STAMP OUT SINCLAIRISM!

(Paid political advertisement)

The Protection of Education and Educators Is of Paramount Importance

There can be no question about the teachers' attitude regarding the forthcoming gubernatorial election. The following paragraph is taken from the platform of the Democratic party as officially adopted at the State Convention.

"The education of the children is the first duty of a civilized society, and we pledge ourselves to the generous maintenance of our public schools and of the constitutional guarantees for the protection of school revenues, and also for civil service rules and the merit system in the employment and retention of teachers."

Upton Sinclair, democratic nominee for governor, has responded upon request with the following statement:

MY ATTITUDE TOWARD THE PUBLIC SCHOOL SYSTEM

"I embrace this opportunity to talk to those who are connected in any way with our public school system. I consider myself more than just a friend of education, for I have championed it in the forty years of my writing life.

"Adequate facilities must be placed at the disposal of our teachers for the expansion of educational progress at all times. One of my duties as governor will be to give this important branch of the public service my foremost consideration.

"School funds will not be affected in any way through the repeal of the present state sales tax. Other means of revenue shall be first created to displace it.

"The present high standards of instruction shall be maintained, and increased whenever possible. Politics must be kept out of our school system, and if I find any of it lurking there after taking office I shall immediately set myself the task of purging it of such evil influence."

(Signed) UPTON SINCLAIR.



UPTON SINCLAIR

(This advertisement was made possible by contributions from friendly teachers.)

"California's High Educational Standards Must Be Maintained"

GEORGE J. HATFIELD says:

"THE TEACHERS OF OUR ELEMENTARY SCHOOLS, HIGH SCHOOLS, JUNIOR COLLEGES AND UNIVERSITIES, TO WHOM THE INSTRUCTION AND GUIDANCE OF OUR FUTURE GENERATIONS OF LAW-MAKERS AND CITIZENS IS ENTRUSTED, ARE WORTH TO US WHATEVER THE FUTURE OF CALIFORNIA IS WORTH!

"The splendid educational programs of our educational institutions must not be crippled by short-sighted economy and political juggling!

"I AM VIGOROUSLY OPPOSED TO EXTRAVAGANCE AND WASTE IN ANY DEPARTMENT OF GOVERNMENT, BUT I AM EQUALLY OPPOSED TO MAKING SCHOOL APPORTIONMENTS A POLITICAL FOOTBALL!

"The preservation of universal free public education is absolutely essential to good government and an orderly society!

"I AM PLEDGED to a continuance of present constitutional guarantees for the support of public education, and the use of State school funds to guarantee equality of educational opportunity throughout the state and to equalize local taxation for the support of the public schools!"

GEORGE J. HATFIELD

is your candidate for

LIEUTENANT GOVERNOR OF CALIFORNIA

(Paid political advertisement)

Home Work

(Continued from Page 8)

state of affairs. The school day may start at nine and end at three but the conscientious teacher has lesson plans to make out, attendance to keep, papers to grade, meetings to attend, professional books to study, parents to confer with and most of these things and innumerable others must be done outside of school hours.

Summer vacation is either a period of being out of a job with no money—another member of the army of the unemployed—or an opportunity to go to summer school and prepare for the next year.

Of course there are exceptions, just as there are exceptions in every line. Some teachers manage to go to Europe, Alaska or the Orient during their vacations, just as do some doctors, lawyers and garage-owners.

Dr. Bassett says in speaking of teachers: "There seems to be an absence of willingness—or perhaps ability—to comprehend the fact that school work, study, is labor, and that the fatigue of the young student is just as real as that of the man or woman who devotes his days to the earning of a living."

And he goes on to say that, "A business man's hours of employment, the laborer's hours of toil, are limited, are measured carefully. They usually are free to enjoy evenings of recreation. The housewife is able to call it a day after dinner; but the youngsters, whose resistance to fatigue is only partly developed, are compelled, often, to sit up far into the night trying with strained eyes, overwrought nerves, and tired brains, to complete the prescribed "home work."

Conserve the Teacher

I agree with Dr. Bassett on most of the points that he makes concerning "home-work." In fact it seems to me the word teacher might well be substituted for the word student in some of his remarks and they would still be applicable.

However, when he intimates that teachers lack the "willingness or the ability to comprehend that school work, study, is labor," then I protest long and loudly. The teachers far better than any other class of people know that "school work is labor." They have no love for "home-work." But because of public demands, economic conditions and the nature of their professional training and their lives as teachers they have come to accept it as one of those things

which must be endured. This attitude they have preserved toward the children placed in their care.

Home Work Is Undesirable

Teach parents that "home-work" is undesirable, provide our school systems with the funds necessary to maintain them properly and, as Dr. Bassett recommends, remodel school methods "so the student will have normal business hours for school and the rest of his day for recreation." But after the word "student" insert the words "and teacher." Conserve the teacher and the teacher will conserve the child.

* * *

Composition and Literature

Volume X of the Francis W. Parker School Studies in Education

THIS book describes the functional "English" activities of adolescent children—reading, writing, talking, making speeches, editing, and what not—activities not isolated or artificially approached in divisions differentiated as "academic" and "extra-curricular" but rather planned (by pupils as well as teachers) as experience realized as an integral part not only of school activities but of life everywhere, both in the pupil's daily present and in his adult future.

The book presents a concrete and carefully accurate report of successful experience of over a dozen years, in an English department changing sufficiently to reduce the implications of the superficial aspects of teachers personalities.

Principles underlying practices are presented implicitly in full and explicitly in brief. The third section of the book is composed of such miscellaneous articles as those on the working conditions under which experimental procedures have been attempted, problems of pupil variations in reading speed and comprehension, the place of English grammar in the high school, the high school library, and relations between schools and colleges. The book contains extensive reading lists which have been used by pupils.

In the writing of this book, the interests of three groups of readers were continually kept in mind, namely, to quote the dedication, "inexperienced prospective teachers of English literature and composition in the high school, others desiring vicarious experience in the teaching of English in the high school, and other students of education, including the devisers of curricula and the parents of adolescent children."

For further information about this book (480 pp., 30 illustrations; price prepaid, \$1.00), and other numbers of the series, "Studies in Education," address Francis W. Parker School Publications Department, 330 Webster Avenue, Chicago.

The American School

November 5-11

NEXT time you pass a school pause a moment to think what that school means to humanity. Recall the long dark centuries when the masses were kept in ignorance — when greed and oppression ruled the world with an iron hand.

From the very beginning of man's struggle for knowledge, self-respect, and the recognition of his inalienable rights, the school has been his greatest ally.

We refer to the school as "common" because it belongs to us all; it is ourselves working together in the education of our children.

But it is a most uncommon institution. It is relatively new. It is democracy's greatest gift to civilization.

Throughout the world, among upward struggling peoples, wherever parents share in the aspirations of their children, the American common school is being copied. Let us cherish and improve our schools. The race climbs upward through its children.—National Education Association.

* * *

EDUKATION and Social Progress, by Charles H. Judd, head of the department of education, University of Chicago, deals with the major problems affecting the schools of America. Dr. Judd criticizes the undesirable features of schools at present and blazes good trails toward a better social order. Harcourt, Brace and Company.

* * *

Eldridge Entertainment House

ELDLEDGE Entertainment House, publishers of plays and entertainments, with head offices at Franklin, Ohio, and with western headquarters at Denver, Colorado, has recently issued many noteworthy entertainment helps for teachers.

Among the titles may be noted,—Recitation Stunts for Little Folks; Entertainment Novelties for Kindergarten and Primary; Short Stunts for Shower Parties; Bachelor House; Thanksgiving Plays and Ways; Thanksgiving Tidbits; Merry Christmas in All the Grades; Merry Christmas in

An Early Start in School Friendship

MRS. THIRZA I. GROTE, B7 Home-Room Teacher
Phineas Banning High School, Wilmington
Los Angeles County

FOR several years it has been the custom of Phineas Banning High School to hold a Senior Tea at the close of each semester to honor the graduates and their parents. The faculty and guests enjoy a delightful social hour. Upon this occasion some of the mothers appear at the school for the first time and often for the last time. This is the sad part of it,—realizing the opportunity lost for better acquaintance and mutual help.

This fall a new policy has been inaugurated. Instead of waiting until the end of the semester to become acquainted with the seniors parents only, we are beginning at the **first** of the semester with the **incoming** B7 classes.

Under the supervision of their English teachers, these pupils wrote invitations to their mothers, asking them to attend a reception for them at the school, where they might have the opportunity of meeting their children's teachers.

When the parents arrived at the school, they were met by a reception committee of students and escorted to the auditorium. The pupils sat with their parents in sections allotted to their home room groups. Their respective home room teachers were there too. The pupils had been given instructions by their physical education teachers on the proper methods to use in introducing their teachers to their mothers.

Miss Calef, the girls vice-principal, presided. She introduced our new principal, Mr. Rosenberry, who gave an address of welcome to the visitors. The various teachers with whom the B7's come in contact were introduced and their special duties were briefly explained.

Enough talent was secured from the pupils themselves to present an entertaining program of instrumental music, recitations, songs and dances. Later refreshments, consisting of punch and cookies, were served in the cafeteria by little Japanese maids dressed in native costumes.

We hope that the friendly relations established by this initial meeting will continue and that we may all work together in harmony for better citizenship and scholarship as the days go by.

the Primary Grades; Christmas Book for Grades; Junior High Christmas Book.

Many California teachers have made use of the Eldridge Series and have found them to be of great interest and value.

California Public Schools Under the Depression

C. T. A. Southern Section Committee on Public Relations Bulletin 2

Many essential services reduced or eliminated size of classes increased to point of inefficiency. Many schools operating on half day sessions. Shall capital dominate social interests? Shall interests unfriendly to democracy determine educational policies?

WE are grateful that no schools in this State have been closed. We have no such tragic results to report. Our citizens and legislators remembered the debt eternal—the obligation of adulthood to childhood—education. Such a barrage of criticism, however, has been directed at our California Public Schools and our plan for their support that few citizens realize the extent of reductions that have been made and the curtailments and eliminations in courses of study.

Reductions in Governmental Expenditures

The Tax Digest, published by the California Taxpayers Association, on page 202 of the June, 1934, volume, furnishes a tabulation of governmental expenditure in California for the fiscal years 1919-20 to 1932-33, inclusive. That tabulation lists that in the fiscal year 1930-31, the peak year in expenditures for all units of government in our state, but one, the total of expenditures for governmental units other than schools amounted to \$340,675,348. The total expenditures listed for those same units of government for the fiscal year 1932-33 amount to \$326,611,941. Subtracting you find the total reduction in expenditures, from the peak year to the past fiscal year, of all governmental units other than schools amounts to \$12,063,407, which is a reduction of 3.54%.

Reductions in School District Expenditures

That same tabulation lists that in the peak year 1930-31 the schools of this state expended \$164,067,861 and that the school expenditures of the past fiscal year amounted to \$130,966,819. Subtracting you find the reduction in school expenditures from the peak year to the past fiscal year amounts to \$33,101,042, which is a reduction of 20%. School expenditures have, therefore, been reduced almost three times the total of reductions in all other units of government in the state.

Increase in Elementary School Enrollments

We have heard a great deal in recent months from certain gatherers of statistics about lowered birth rates and the probable effect on our schools. Between 1931 and 1933, however, the

elementary attendance in California increased by 14,200 while the teaching staff was reduced by 1,045. For each fourteen of increase in elementary school enrollment there has been one teacher dropped.

Increase in Secondary School Enrollments

In high schools for that same two-year period the number of youths attending school increased 29,102 while the number of teachers was reduced 1,209. For each increase of 24 high school students a teacher was dropped.

Why There Are Unemployed Teachers

Were the teacher load in this state to be re-established on the 1930 basis, it would be necessary to employ almost 4,000 additional full-time teachers.

Expenditure Reductions in Los Angeles County

High school and elementary school costs per pupil in attendance have been reduced between 24% and 25% in Los Angeles County, a much larger reduction than throughout the state at large. The reduction is still under way. Many essential services have been reduced or eliminated.

Shall California Hold the Line?

So many hundreds of thousands of boys and girls throughout our nation had no school training during the school year 1933-34 that were you to march them two abreast and a yard apart, you would view a parade almost ten miles in length. Does such a spectacle offer a hazard for democracy? To eliminate or reduce the state constitutional guarantees for education would open the way for such conditions in this state.

Cost of California Schools Per Child

The elementary schools of California during the school year 1933-34 cost on the average per child in attendance \$86, which is less than \$10 per month, and amounts to 45 cents per day—less than the cost of a golf ball. The high schools of California during the school year 1933-34 cost on the average per youth in attendance \$147, which is less than \$15 per month, and amounts to 75 cents per day. Can we afford to put less into the investment in behalf of the future welfare of our children?

I Hate Mathematics

(Continued from Page 51)

them into sums and products and express parts of a whole in the conventional notation of fractions, he should be ready for his introduction to scientific procedure which begins with a study of the deductive method of geometry.

The earnest seeking for knowledge found in the old Greek schools of philosophy has an irresistible appeal to youth. There is no other place in the educational process where the foundation of a scientific method of procedure can be so securely laid. The adolescent child has become aware of the futility of the "You did so, I did not" type of argument which satisfied his earlier years.

He is beginning to sense the difference between opinion and fact. He is as keen to find an answer as was Plato or Thales or Pythagoras two thousand years ago. The axioms and postulates of geometry are self-evident truths that grew out of a profound study of the question of opinion versus fact. They form an ideal beginning for a study of scientific procedure.

BY a process of discovering unquestionable truths and from them arriving at logical conclusions we have advanced. The day of trial and error method is past. It is no longer adequate in a complex civilization. Our everyday life has become dependent upon scientific procedure. It is the obligation of the school to see that its graduates are equipped to do this.

We cannot expect the child to grasp the real value of scientific procedure by merely "exposing" him to various courses in the curriculum. We must go back with him to Man's earliest seeking for knowledge and show him how to start on the road to accomplishment.

If we do not inspire confidence in the value of this method in each generation how can we expect humanity to remain the master of a civilization which must grow more complex every day if it is to continue to grow?

The teaching of mathematics has become a case of "not seeing the forest because of the trees." What value is there to be got from algebra when geometry has been learned by some involved process of memory, fitting this axiom to that theorem like form-blocks in an intelligence test?

And why should elementary algebra come before geometry? Algebra is based on the axioms and a half-dozen definitions. It is a fascinating new experience to the pupil to take

(Please turn to Page 61)

A REPORT FROM WASHINGTON The U. S. Office of Education

TABLE NO. 2. DISTRIBUTION OF THE SIX
ENCYCLOPEDIAS MOST COMMONLY FOUND
IN THE VARIOUS TYPES OF SCHOOLS

TYPES OF SCHOOLS	NUMBER OF SCHOOLS WITH					
	ENCYCLOPEDIA NO. 1	ENCYCLOPEDIA NO. 2	ENCYCLOPEDIA NO. 3	ENCYCLOPEDIA NO. 4	ENCYCLOPEDIA NO. 5	WORLD BOOK
1	2	3	4	5	6	7
ELEMENTARY SCHOOLS						
1 TEACHER		17	1	14	5	25
2 TEACHER	2	7	2	12	1	27
5-10 TEACHER		5	5	16	4	23
11-32 TEACHER		8	4	10	1	14
HIGH SCHOOLS						
NO ELEMENTARY GRADES IN SAME BUILDING	5	3	11	10	15	13
ELEMENTARY GRADES IN SAME BUILDING	24	20	23	56	37	67
ALL SCHOOLS	31	60	46	118	63	169

Reproduced by permission of United States Office of Education, Washington, D. C.

The WORLD BOOK ENCYCLOPEDIA found most frequently in Schools Investigated

THE above table presents information secured during a survey conducted by the United States Office of Education, the findings of which were compiled in book form under the title "A Study of Rural School Library Practices and Services." The scope of this survey is indicated by the following quotation from the introduction written by William J. Cooper, United States Commissioner of Education:

"Approximately nine months were spent in travel during the school years, 1931-32 and 1932-33; about 26,000 miles were covered by bus and railroad. The total number of states visited was 42; county library service to schools was studied in 55 counties located in 24 different states. Much valuable information was gathered through interviews with state and local librarians and educationists, and data were secured from visits to 364 rural schools of all types."

Note that schools investigated were using more sets of THE WORLD BOOK ENCYCLOPEDIA than of any other.

**The New 1934 Edition
available at amazingly LOW PRICE
if you act AT ONCE!**

Purchase of materials for this edition, just off the presses, was made before the higher prices specified under the NRA Codes went into effect. By acting NOW, you buy at the LOW price level of last year. Own this LATEST, NEWEST, MOST UP-TO-DATE Encyclopedia in its field. But you must act AT ONCE to take advantage of prices which may never be obtainable again.

MAIL Coupon for Money-Saving Facts
For school use, and as a teaching aid in preparing lesson assignments, The WORLD BOOK ENCYCLOPEDIA is incomparable... supreme in its field. Providing the essential facts of new developments in every field of human knowledge, you must examine this New WORLD BOOK ENCYCLOPEDIA to appreciate its many outstanding features. Send the coupon now, TODAY for the money-saving facts.

**New, 1934 Edition
THE WORLD BOOK ENCYCLOPEDIA**

W. F. QUARRIE & COMPANY

Dept. 31-Y, 35 E. Wacker Drive, Chicago, Ill.

Please send me, without obligation, complete information on how I can buy the New, 1934 WORLD BOOK ENCYCLOPEDIA.

Name.....

Address.....

School.....

Position.....

I teach in Grade School ☐ Junior High ☐ High School ☐

Primitive Homes

LOUISE HELEN BOWLER, *Teacher of Grades 1, 2, 3*
East Highland School, San Bernardino County

A SOCIAL study unit of great interest to the primary grades is that of the home. Following an intensive study of the American home, in which a playhouse was made and furnished, Grades 1, 2, 3 began to study primitive homes. The main objectives were to show how the modern home developed from its earliest beginnings and how each home was suited to its environment.

The tree people were the first to be studied. We made pictures showing the tree people hunting, gathering fruits, and swinging from tree to tree. Booklets were also begun which continued through the entire activity. These contained stories, illustrated with pictures drawn by the children telling of the activities of the different peoples and of their homes. The covers had small drawings around the edge, depicting scenes from the lives of the different primitive peoples.

During the study of the cave people, which developed from that of the tree people, a frieze was made. It consisted of five parts, each one showing some activity carried on by these people as making implements in the cave, hunting food, and trapping animals.

From the cave people, we turned to the cliff dwellers. Cliffs were made of large cardboard cartons covered with paper which was painted brown. These were placed on the sand table and smaller boxes piled upon them to resemble a cliff dwelling. Ladders of twigs led from the cornfield in the valley below to the house above. A woman was going up the ladder carrying a papoose on her back and a clay vessel of water on her head. The background of reddish brown cliffs and blue sky covered the blackboard.

One child made a small loom as the Indians used and began a rug on it for an old squaw to weave. Other rugs were woven on looms.

After this study the discussion was led to the three types of Indian dwellings which were here when the white man came: 1, the wigwam of the East; 2, the pueblo of the Middle West (the descendants of the cliff dwellers); 3, the hogan or grass hut of the Far West. A small home, typical of each people, was made; a burlap wigwam, an adobe hut, and a grass hogan.

These activities were supplemented with stories and songs connected with each unit of

study and it was an enjoyable and profitable study.

The Primitive Home

I. Choice of home Depended on

A. Materials at hand

1. In forest, tree home.
2. In mountainous country, cave more comfortable than tree.
3. On desert, cliff dwelling.

B. Need for protection

1. Tree man—only means of protection from wild animals was tall tree.
2. Cave man—fire-protection.
2. Cave man—fire-protection from wild animals—lions, tigers, etc.

II. Kinds of primitive homes and people

A. Tree People

1. Home tall tree: a. Slept on tree limb; b. Only shelter leaves of tree.
2. Means of protection: a. Heavy wooden club; b. Tall trees—many of animals couldn't climb.
3. Food: a. flesh wild animals; b. fish; c. fruits and berries and nuts; d. plants; e. roots and bark.
4. Clothing none—climate warm, no need for clothes.
5. Occupation—food-getting never ceasing activity; animals and people after same thing; battle of wits against strength.

B. Cave People

1. Home: a. Cave in rocks; b. Slept on animal skins on cave floor; c. Heated by fire at mouth of cave (warm shelter from elements).
2. Means of protection: a. Fire—1. Animals afraid of it; 2. Protection from cold. b. Weapons—1. Spears; 2. Clubs; 3. Bow and arrows (flint heads); 4. Stone knives and axes.
3. Food—1. Flesh of wild animals; 2. Fish; 3. Berries, fruits; 4. Nuts; 5. Plants; 6. Roots.
4. Clothing—animal skins.
5. Occupation—Food-getting.

C. Cliff Dwellers

1. Homes: A. Description

1. Holes in red sandstone cliffs of table land: a. Roof and back wall formed by cliff; b. Side and front walls rough stones plastered over; c. Ladders to door.
 2. No windows, one door, a round hole in wall.
- B. Furniture: a. Stove hole in floor; b. Stone bench around the wall.
- C. Rooms. 3 or 4 living rooms: 1. Store room; 2. Reservoir for water.

2. Means of protection:

A. Homes: Inaccessible; High up on cliffs; Shoot or knock enemies off as they come up.

B. Weapons: 1. Stone tomahawk; 2. Stone tipped arrows; 3. Wooden clubs; 4. Stone knives.

3. Food:

1. Corn (ground, mixed with water, baked, paper bread); 2. Beans; 3. Deer and buffalo meat.

4. Clothing: Men:

1. Summer: a. Skirt of bark of bass-wood tree; b. String bright bead around neck.

2. Winter: a. Buckskin trousers to knee; b. Leggins and moccasins of skin.

5. Health habits: a. Brush hair with brush of leaves from stiff grass; b. Seldom bathe—water scarce.

6. Occupation:

A. Men: 1. Hunters meat; 2. Farmers herd turkeys also in valley corn beans; 3. Warriors—protect home from other tribes; 4. Potter and basket maker (cooking utensils water jars); 5. Weaver—sandals and skirts.

B. Women: 1. Cooking: ground corn between stones; 2. Heat water by dropping stones in; 3. Building of house.

D. Indians

1. Kinds of homes: a. Wigwams Eastern U. S.; b. Pueblo Southwest; c. Grass hut West.

2. Reason for different types of home: Different climate, building materials, occupation:

a. Indians of East (wigwam) home easy to move. Hunting chief occupation, go where food was.

b. Indians of Southwest (pueblo) wood scarce, much adobe. Descendants of cliff dwellers. Farmers as well as hunters.

c. Indian of West. Grass plentiful, occupation farming.

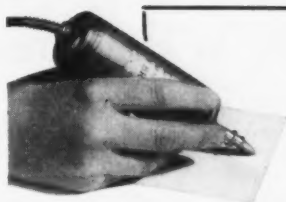
I Hate Mathematics

(Continued from Page 59)

those axioms he has learned to respect in geometry and see what new worlds of possibility they offer in an equation.

He becomes more convinced of their value as fundamental truths, he acquires skill in a new and useful tool, but above all he acquires a growing conviction that a scientific procedure produces results of which there is no limit but his own finite mind and his willingness to work.

It is not possible in a few words to construct a better procedure for teaching mathematics in our public schools. Nor is it likely that the opinion of one individual would be the best method of revising that procedure. The fundamental point is that one student is successful in



Now!

CORRECTIONS and CHANGES easily made

Never before has it been possible to make erasures as easily and quickly as it is with the New Gaylord Electric Erasing Machine.

It's so simple to operate, too! The Erasing Machine is held like a pencil—a slight pressure of the finger and the eraser, shaped to a fine point, spins at high speed. It stops instantly when the finger pressure is relieved.

Erases printing on L. C. Cards, typewriting print or pen ink. The erased surface is smooth and takes ink perfectly. The first cost of this machine is the last—no upkeep—electric current consumed is not noticeable.

One machine and one dozen erasers \$9.25—Express Paid. Lower prices for three or more machines. Additional erasers 40c for fifty.

GAYLORD BROS. Inc.

LIBRARY FURNITURE AND SUPPLIES

STOCKTON



CALIFORNIA

following the involved ritual of teacher and textbook, out of many who cannot or who do not feel it worthwhile to try.

If the purpose of teaching mathematics is to eliminate all but those capable of certain mental gymnastics and great perseverance our modern methods succeed very well. But we could do this same thing at a fraction of the cost and labor involved by a standardized aptitude test.

OBVIOUSLY there is a greater value in the study of mathematics than mere elimination of the unfit. There is time enough even in the secondary school program for specialization in mathematics if the pupil elects to do so, but he should first have a firm foundation in the nature of its procedure.

The harm is done to the majority of pupils who come in contact with mankind's greatest achievement only to leave it at the earliest possible moment with a confused idea of the tools available there, and of the methods by which these tools and new ones are made.

Schools in the Drought-Stricken States

Preliminary memorandum based on a survey by the Joint Commission on the Emergency in Education, National Education Association

States	Opening of schools	School term	Payment of salary	Salary level	School revenue	School services	Enrollment	Need for emergency federal aid	Remarks
Arkansas	xx	xx	xx	xx	xx	0	x	xx	Tax delinquencies expected
Illinois	x	x	xx	x	x	x	x	xx	Need for federal aid in districts over 5000 population, excluded from aid by previous rulings
Iowa	x	xx	xx	xx	x	x	x	xx	Tax delinquencies expected in drought area
Kansas	xx	xx	x	x	xx	xx	xx	xx	Crisis reached after January 1
Louisiana	0	xx	0	0	xx	0	0	xx	
Michigan	xx	xx	xx	x	x	x	x	xx	
Montana	x	xx	0	0	xx	0	0	xx	Additional need for 1935-36 term
Nebraska	0	xx	xx	x	xx	xx	xx	xx	
North Dakota ..	x	xx	xx	x	x	x	xx	xx	
Oklahoma	x	xx	xx	x	xx	0	0	xx	
Oregon	x	xx	xx	x	0	0	0	xx	
South Dakota ..	xx	xx	xx	xx	xx	xx	xx	xx	Teacher load increased; buildings crowded
Texas	xx	xx	xx	xx	xx	xx	xx	xx	Teacher load increased; new buildings and repairs needed
Utah	x	xx	x	x	xx	x	x	xx	
Wisconsin	x	xx	0	x	x	x	xx	xx	Possibility of many schools closing until legislature meets in January to appropriate funds

Key: x indicates items mentioned by reports.

0 indicates items not mentioned by reports.

xx indicates emergency situation.

The report from Texas is here given as a sample. Similar reports were received from each state on the list.—Ed.

Texas—(Entirely in the emergency area, except region along coast which is in secondary area.) The next few years are going to be very trying in my opinion on our educational system. If relief does not come from somewhere, a great many of our states will be unable to take care of their school situations.—Sam H. Whitley, President, Texas State Teachers College, September 7, 1934.

There will probably be as many as 75 schools which will not open at the beginning of the fall term because of lack of funds. The probabilities are that 1200 or 1500 schools will have to close with a short term, unless Federal aid is provided for teachers salaries.

It is probable that 50% of the schools will experience delays in the payment of teachers

salaries. This will necessitate the issuance of scrip or vouchers.

I can not give you definite information regarding (reductions in teachers salaries) but I do know that a large number of schools are finding it necessary to reduce salaries in order to extend available money over a normal school term.

The outlook for school revenue from local sources in the way of school tax delinquencies is not very encouraging. There is no school State legislation to assist schools during the coming year, other than that pertaining to regular appropriations.

Schools are finding it necessary to make reductions and eliminations of important school services because of lack of funds. This is especially true in recreational service, library services, health services, etc.

There seems to be an unusual demand on the part of the school to take care of abnormal in-

creases in enrollment. This makes it necessary for teachers to handle unusually large groups of students. Funds are not available to take care of overcrowded conditions. I know of a number of cases where teachers are handling as many as 60 or 70 students in lower grades.

During the past year, Texas used \$700,000 for payment of teachers salaries to maintain rural schools a normal term. Indications are that Texas will need at least twice that amount for the coming year.

A recent survey of the State shows that our schools are in need of new buildings to take care of the student body, and available buildings are greatly in need of repairs.—L. A. Woods, State Superintendent of Public Instruction, September 11, 1934.

• • •

Our Activity Period

STANFORD HANNAH, *Principal, Gridley Union High School, Butte County*

Can teaching be based entirely on interest?

Can artificial incentives be eliminated?

Can interests of students be developed?

Can the so-called "activity period" become one in fact?

THESE and similar questions are being answered in the affirmative during the activity period of the Gridley Union High School.

No grades! No credits (or semester periods)! No required home-work! These are the conditions which challenge the ability of each teacher. He, or she, must get results without artificial aids.

It works! And here's how.

Last spring each teacher explained to the students some activity or activities which he felt able to lead. These activities were discussed in the home rooms. It might be added that they were also discussed in the hall, on the busses, and at home.

During the latter days of the past semester the students indicated their interests in these subjects. From these indications each teacher knew what activity he would lead. They are now leading them.

Each student is required to elect some activity. It may be practically any one of those offered. Restrictions are made only when necessitated by too large an enrollment or by the nature of the work.

Our school operates with six hour-periods. The activity groups meet during the sixth period every school day except Friday. The fol-

lowing activities are now being conducted: crafts, cooking (for boys), dramatics and public speaking, football, instrumental ensembles, journalism, glee club, scouting, radio, conversational French, reading (for pleasure), sewing, and typing.

Our only difficulty was found in balancing the sizes of the groups. Some were too large, others too small. This difficulty was overcome by the end of the second day.

At the end of each 12 weeks a "new deal" will be given in activities. Some, but not all, will continue. A very few activities, such as glee club, will continue with practically the same group. Others will be repeated with entirely new groups. Which are repeated will depend entirely upon the demand.

OTHER activities conducted successfully in the past include: sports, drum and bugle corps, auto-mechanics (for girls), landscape gardening, travel club, social etiquette and dancing (for beginners), etc. Other probable future offerings include: commercial law, review of fundamentals (for Seniors), acquisitive club, home mechanics (for girls), sign-writing and poster-making, photography, etc.

The variety of activities which it is possible to offer is limited only by the abilities of the faculty. The success of each activity depends entirely upon the skill of the leader.

We have made mistakes in the past. We are not entirely satisfied with the present. But our activity period has justified its place in our program. It is probably the most effectively-used hour of the day.

Note: Brief outlines of the aims, contents, and procedures of any activity now being conducted will be sent upon request.

* * *

VITALIZED School Journalism is the name of the official publication of the National Association of Student Editors with headquarters at 1201 Sixteenth Street, Washington, D. C. It is an activity of the Division of Publications of N. E. A. It is printed by students in a school shop.

All California school-people interested in school papers should become acquainted with this highly meritorious enterprise.

* * *

William Ford Higby, executive secretary of the California Tuberculosis Association, is editor of "Clearance," a recently-established news digest of western public health and social welfare with offices at 582 Market Street, San Francisco. In the 11 Western states, one-quarter of a billion dollars is spent annually in public health and social welfare activities.

Index to Advertisers

	Page
Boulder Dam Excursion	6
California League Against Sinclairism.....	54
Eldridge Entertainment House	51
Encyclopaedia Britannica, Inc.....	4th cover
Gregg Publishing Company	2nd cover
Harr Wagner Publishing Company.....	2nd cover
Hatfield, George J.	55
Holmes Projector Company	3rd cover
Hotel Biltmore	5
Hotel Mayflower	5
Hotel Palace	5
Hotel Whitcomb	5
Knights of Columbus Tour.....	6
Leopold & Co., James M.	6
Mexico Tour	4
National Association of Chewing Gum Manufacturers	3rd cover
Quarrie, W. F. & Company	59
Randall, Ruth M.	4
Sinclair, Upton	55
Teachers Casualty Underwriters.....	3rd cover
Winston, The John C. Company	49

MISS SHIRLEY A. PERRY, Secretary, C. T. A. North Coast Section, reports the following school staffs as already having a 100% membership in California Teachers Association for 1935: Arcata High and Arcata Grammar; Eureka Senior and Junior High; Fortuna High; South Fork Union High; Ukiah Grammar and Willits Grammar.

In Memoriam

Frank Wesley Fertner, teacher of physical education, Fremont High School, Los Angeles.

Mrs. Anna Mantz, on leave of absence from Redwood City Elementary School. Mrs. Mantz was the widow of Robert W. Mantz, formerly president of California College, Oakland, and superintendent of schools, Redwood City. Her daughter, Ruth Mantz, teaches in the San Mateo High School.

Louis A. Brown, teacher of social science at Audubon Junior High School, Los Angeles.

Hiram Franklin Sheldon, teacher of physics at University High School, Los Angeles.

Minnie Lommen, elementary teacher at Norwood Street School, Los Angeles.

Coming Events

November 5-11—American Education Week. Theme—*Educating for Tomorrow*.

Monday—Planning for Tomorrow.

Tuesday—Developing New Types of Schooling.

Wednesday—Continuing Education Throughout Life.

Thursday—Financing Our Schools.

Friday—Quickening the Sense of Civic Responsibility.

Saturday—Preparing for New Kinds of Service.

Sunday—Enriching Character Through Education.

November 6—California State Election Day.

November 11—Armistice Day.

November 11-17—Book Week.

November 26-28—Teachers Institutes, Contra Costa County and Richmond; San Joaquin County and Stockton; Santa Clara County; Stanislaus County and Modesto.

November 26-28—C. T. A. Central Section Convention and Teachers Institutes. Fresno.

November 26-28—C. T. A. Central Coast Section Convention and Teachers Institute; San Luis Obispo.

December 7—C. T. A. Legislative Committee. Los Angeles.

December 7-8—C. T. A. Board of Directors Meetings. Los Angeles.

December 8—C. T. A. State Council of Education; semi-annual meeting. Los Angeles.

December 17-19—Los Angeles County and Los Angeles City Teachers Institutes.

December 17-19—C. T. A. Bay Section. Annual Convention and Teachers Institutes.

East Division in Oakland: Alameda County, Alameda City, Berkeley, Albany, Piedmont, San Leandro and Oakland.

West Division in San Francisco: Marin County and San Rafael; Napa County; San Mateo County; Solano County and Vallejo; San Francisco; Lake County.

January 1, 1935—California State Legislature convenes.

January 26-28—Child Labor Day.

February 23-28—N. E. A. Department of Superintendence; annual meeting. Atlantic City.

April 14-17—California Western Music Educators Conference; Pasadena.

April 15-19—Easter vacation.

April 24-27—American Physical Education Association; annual convention; Pittsburgh, Pennsylvania.



Forward Looking

... business groups shun extravagant statements. They call upon great Universities to make impartial investigations of their products. Results of such research form the basis of our advertising. What you read over our signature about chewing gum, you can believe.

The National Association of Chewing Gum Manufacturers.

Chewing gum is good for children—

EVERY child is entitled to a fair start. That is why dental health is necessary. From kindergarten up, jaws are developing and new teeth taking their places in the jaws. Chewing gum assists Nature in its job to supply blood to new teeth and also aids the jaws in their

normal development. But the chewing must be consistently done every day. There is a Reason, a Time and Place for chewing gum.

Four Factors that Help Teeth Last a Lifetime Are: Proper Nutrition, Dentist's Care, Personal Care and Plenty of Chewing Exercise

G-204

Why Worry?

When for Just a Few Cents a Day

T.C.U. Will Pay an Income When Disabled by Sickness, Accident or Quarantine

This year, of all years, is no time to take chances. To be disabled by sickness, accident or quarantine will not only be unfortunate, but may prove very embarrassing. Doctors must be paid. Hospital bills must be met. Board bills, laundry bills and other expenses all come due. Borrowing may be necessary—unless you are under the T.C.U. Umbrella.



T.C.U. Check Comes When Needed

Why take the risk? Instead, pass the worry along to the T.C.U., like thousands of other teachers have done. It costs so little and means so much. Then when sickness, accident or quarantine keeps you from school, the T.C.U. check will come to your rescue. At any rate, learn all about T.C.U. protection today, before it is too late. Send a post card or letter today for complete information. Your inquiry places you under no obligation.

Teachers Casualty Underwriters

456 T.C.U. Building

Lincoln, Nebraska

Repeat Orders Prove Quality

See It—Hear It . . . FREE Demonstration



The first and only ball bearing projector and sound head built in one unit — no attachments.

May be used with one or more loud speakers. 35 mm. Standard Film.

BIGGEST FILM PRODUCER IN NORWAY, purchased two Holmes World famous educators. After the 2nd day of operation cabled for 2 more—in less than 30 days purchased 10 equipments.

THE FIRST MACHINE shipped to Spain brought two repeat orders.

MODERN WOODMEN OF AMERICA

purchased one two years ago—today have nine complete equipments.

HOLMES PROJECTOR COMPANY

1317 ORCHARD STREET

ATLAS EDUCATIONAL FILM CO.

Pacific Coast Factory Representative

821 MARKET STREET

\$175 down balance 19 equal small monthly payments.

No interest

No carrying charges.

CHICAGO

SAN FRANCISCO

now

With BRITANNICA JUNIOR your pupils can continue to study when classes let out

Fascinating new series of books lures youngest and oldest to study at home. Creates initiative in seeking information. Places tremendous fund of knowledge at finger-tips, in interesting story-book form. Develops background for pupil which lightens teacher's task. Enlarges scope of every course.



SOME pupils naturally thirst for knowledge. Others lack the initiative to find out things outside the school. Britannica Junior is a marvelous asset for both types. Its contents are so extensive as to satisfy even the greatest curiosity. It is written so fascinatingly that even the most uninterested pupil develops a new and fresh attitude toward school work.

**A BRAND-NEW ENCYCLOPAEDIA
ESPECIALLY FOR CHILDREN**

Twelve books containing accurate information on over 20,000 subjects, following the modern methods of teaching. Every item is treated in fascinating story-book form. These books are an innovation in educational aids.

BRITANNICA JUNIOR IN THE CLASSROOM

Every classroom needs Britannica Junior. Information on every subject constantly at hand. Teachers may actually read from it to pupils even as young as four years of age. Contains many additional facts not usually found in text-books. Gives touch of realism to otherwise dull facts, thereby helping teacher to arouse tremendous interest in pupils.

TWO GREAT ADDITIONAL AIDS TO TEACHERS

Ready Reference Fact Volume. A full-size volume containing important quick information in dictionary form on over 20,000 subjects, with 50,000 references to where further information may be found.

Study Guide Volume. A step-by-step, year-by-year home course of mental stimulation along highest lines. Enables teachers to direct and shape the development of children in their care. Gives all the necessary preparation for following any

particular course of study. Prepared by F. L. Reifer and 20 other educators.

SEEING IS BELIEVING

In addition to the tremendous fund of knowledge contained in Britannica Junior it is profusely illustrated throughout. Photographs, drawings and extraordinarily beautiful color plates abound in its pages. No subject is without adequate picturization.

UNIQUE BINDING—NOVEL CONTAINER

Special care has been exercised in designing and making the binding for Britannica Junior. Beautiful red or blue (as you wish) bindings are washable and durable. The colorful packing case serves as both a bookcase and writing desk. This series is a worthy addition to any classroom library.

**LET BRITANNICA JUNIOR HELP YOU
AND YOUR PUPILS**

Here is a chance to help the children in your classes progress. Recommend that Britannica Junior be added to your classroom library. Suggest it to the parents of your pupils. Consider it for your own use. Just clip and mail the coupon below and we will send 24-page illustrated book giving more details about Britannica Junior, and including numerous specimen pages.

**BRITANNICA JUNIOR HAS BEEN ALREADY APPROVED BY
THE EDUCATIONAL DEPARTMENTS OF MANY STATES**

ENCYCLOPAEDIA BRITANNICA, Inc.
681 Market St., San Francisco, Cal. Box 14e-11

Please send me more information about Britannica Junior. It sounds good to me.

Name _____

Address _____

City _____ County _____ State _____

I do (do not) own Encyclopaedia Britannica _____

**OVER 200 DISTINGUISHED CHILD EDUCATORS
PLANNED AND WROTE BRITANNICA
JUNIOR FOR YOU AND YOUR PUPILS**